REPORT

ON

POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR 1864-65;

BY

CAPTAIN A. R. FULLER, ROYAL ARTILLERY,

Director of Public Instruction, Punjab.

Published by Authority.

Lahore:

PRINTED AT THE DEPENDENT PRESS, BY AZZEEZOODEEN.

MDCCCLXV.

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No. 380.

TO THE DIRECTOR OF PUBLIC INSTRUCTION PUNJAB.

DATED MURREE, 30TH AUGUST, 1865.

SIR,

Educational Department.

I AM desired to communicate the following remarks by the Honorable the Lieutenant Governor upon your REPORT on the progress of education in this Province, during the year 1864-65, submitted with your docket, No. 232, dated 22nd June.

2. While concurring in the hope expressed by you, that the progress of education in this Province may not be allowed to suffer from want of adequate funds, the Lieutenant Governor can by no means join in the tone of remonstrance you have adopted in reference to the action of the Supreme Government.

3. By consenting to the entry of a larger sum in the Budget provision for the year, the Supreme Government indicated its willingness to contribute liberally to the cause of education; its contribution, during the year, was actually increased from 3,41,888 to 4,51,570; additional sums have been subsequently placed at your disposal; if the details afforded were not of such a nature, or submitted in such form as to secure sanction to the remainder of your propositions, this Government and yourself must share the blame; while, in regard to your complaint that the Educational Cess Fund is burdened with charges which do not appropriately belong to it, it is to be remembered, that the application of that fund to objects, not strictly appertaining to it, is a matter for which the Supreme Government was not responsible.

4. The statistics of the year show a cosiderable increase in the number of educational institutions and scholars. Three new Colleges have been established for educating students who have passed the matriculation examination at the Calcutta University for degrees, viz., a Government College at Delhi, an aided Mission College at Lahore, and another at Delhi. The latter, however, has been subsequently absorbed into the Government institution. Town Schools have increased from 60 to 70; Female Schools, supported entirely by Government or Local Funds, from 204 to 272; and 411 new Female Schools have been established at the joint expense of the State and of private or local contributions. In all, the number of educational institutions has risen from 2,420 to 2,628, and the average number of scholars attending, from 65,386 to 76,213, of the schools, 684 are Female Schools with a registered attendance of 15,266 girls, and in one district, the district of Jullundhur, the number of Girls' Schools is greater than those for boys—though a considerable number of these, as remarked by Major Elphinstone, the Deputy Commissioner, are more of a tentative than a fixed character—while the character of the education imparted is not such as would be permanently admissible.

5. Further evidence of an increased appreciation of the value of education is perceptible in the increased amount collected as school fees, which rose, in Zilla Schools, from 7,267 in 1863-64 to 10,466 during the year under report, and in the amount contributed from private or local sources for educational objects in aided institutions, which rose from 47,439 in 1863-64 to 69,455.

6. That progress has been made in study, as well as in numbers, may be inferred from the increase in the number of successful candidates from Zilla and Aided Schools for matriculation at the Calcutta University;* from the increased number of boys in the upper classes of the former, as indicated in the table given in para 39 of your Report, from the elevation of one of the Town Schools to the grade of a Zilla School, and of 16 Village Schools to the grade of Town Schools; and, lastly, from the generally favourable reports of the Inspectors. These results, I am desired to remark, are satisfactory.

* In 1863-64, ... 25
„ 1864-65, ... 31

7. The cost of instruction per head has, in the case of Zilla Schools, fallen, with the increase of pupils, from Rupees 31/5/2 to Rupees 22/2/0 per annum; in the case of Colleges it is, as you remark, inordinately high, being 1,445/ Rupees per annum. At present, however, this seems, for the reasons you have stated, unavoidable, unless we are prepared seriously to check the impetus lately given to the superior kinds of education. Our educational and administrative systems have hitherto tended to excite a strong desire for the study of English, and having excited this desire, it behoves us to provide the means of satisfying it in the best manner, however unable the people may be to contribute, adequately to the cost. So long as instruction in vernacular and oriental languages and literature progresses *pari passu*, the Lieutenant Governor will regard the imparting a high order of European training to a select few an immense gain; but if the former should be at any time neglected, he would regard it as a waste of resources. The present high cost per student will no doubt rapidly decrease as students become more numerous; and, it is to be hoped, that, hereafter, the large number of scholarships* now awarded, in proportion to the number of students, may be diminished; but His Honor fears it may be long before the youths of this comparatively poor Province will be enabled to dispense with scholarships, to such an extent, as is the case in Provinces more advanced.

* In the Lahore College, out of 15 students, 8 draw stipends varying from 12 to 17 Rupees per mensem.
In the Delhi College, out of 16 students, all but two draw stipends varying from 10 to 28 Rupees.

8. The present cost per head of Normal School students (115/ a year) must also be considered excessive; it is explained, His Honor perceives, in paragraph 48 of the Educational Report of 1863-64, to result from the high rate of stipend it is found necessary to allow to those under instruction, which would appear to be never less than Rupees 5/ per mensem; but the necessity for this inducement should gradually cease if Normal School training is calculated to secure efficiency in teachers, which, while leading to the promotion of those already in employ, should, and doubtless will, attract non-stipendiary candidates for future employment.

9. It is remarkable that the average annual cost *to Government* of scholars educated in Aided Schools of all classes appears from your returns to be considerably higher than the annual cost to Government of scholars educated in Government Schools of the same grade, though in the former case the Government * contributes only half the expenditure; no explanation of this circumstance is afforded in your Report.

* Cost of scholars to Government.

	Government Schools.			*Aided Schools.*		
Superior, ...	17	11	9	20	13	...
Middle, ...	13	14	9	13	3	9
Inferior, ...	3	14	2	7	8	...

10. The charges, on account of supervision and inspection, bear at present a very large proportion to the entire outlay. But with so large an area, having a comparatively

small population, this seems unavoidable. The distances over which the Inspectors have at present to travel, and the number of schools they have to inspect, are very great; and their labours would not be perceptibly increased if the numbers in each of these were doubled, or even quadrupled. As the population and wealth of the country increase, and the value of education becomes better appreciated, it is to be hoped that the numbers under instruction, and expenditure incurred on them, will progressively increase, as has been the case heretofore without any proportional increase in the cost of the supervising agency, so that the ratio of the latter to the former will decrease.

11. I proceed, by direction of His Honor, to notice the different classes of educational institutions in the Province.

GOVERNMENT COLLEGES.—The number of students in the two Government Colleges of Lahore and Delhi is at present small,* and even of these few His Honor regrets to observe that some are unable to resist the attraction of Government service when offered them before their education has been by any means completed; the average daily attendance,† moreover, is not quite so good as could be wished; but these defects are such as we may expect to find at first in institutions of a character novel to the people amongst whom they are established, and will doubtless soon disappear. His Honor notices with pleasure the amalgamation of the College classes of the S. P. G. Mission College at Delhi, with those of the Government College. The professional lectures instituted by the Principal of the Lahore College are doubtless useful and valuable, and involve much time and thought in their preparation; but His Honor concurs with you in considering that they cannot, in the present state of educational progress, be regarded as superseding the necessity for his fulfilling also a fair portion of the tutorial teaching of the institution. The formation, by the same gentleman, of a "Society for the diffusion of useful knowledge" amongst the native residents of Lahore, with a view of encouraging the pursuit of knowledge for its own sake, is worthy of commendation; and the Societies for debating and essay-writing set on foot among the students at both the Colleges will doubtless lead to improvement in English composition and conversation, a matter greatly to be desired in the Government educational institutions. The encouragement given to the study of English newspapers by the students of the Delhi College, with a view of accustoming them to a less stilted phraseology than that too frequently adopted by educated natives, has also His Honor's entire approval, and he is glad to hear of the successful organization of athletic sports, a most desirable addition, he considers to the College programme. He trusts that the *Magazine*, recently started by you for the purpose of assisting native scholars in preparing for University examinations and for diffusing intelligence on educational subjects, will, under the management of Dr. Leitner, succeed in fulfilling the objects for which it was established.

* 15 at Lahore.
16 at Delhi.

† 10 at Lahore.
11 at Delhi.

12. His Honor regards with much satisfaction the appointment of an Arabic Professor at the Government Colleges, and would gladly see the appointment of a Sanscrit Professor also. It is not to be doubted that the encouragement, thus given to oriental learning, will increase the estimation of our Colleges in the eyes of the educated classes of the people. The Lieutenant Governor has heard it remarked by educated natives, who have relatives at our higher classes of institutions, that the impression is general among them, that so much time and attention is not devoted, as is desirable, to imparting a perfect acquaintance with the English language, and cultivating the habit of speaking and composing in it with accuracy; the attention of pupils being distracted by the obligation to study numerous separate subjects before they have become thorough masters of the English language. It is necessary to bear in mind that this is to the inhabitants of Hindústan a foreign and exceed-

ingly difficult language, so that if we mould our curriculum of studies too closely after a model, which would be suitable for Englishmen, we shall not be doing them justice.

13. The addition of a Professor of Natural Science to the Educational Staff of each College would doubtless be an acquisition; but until the benefits of a superior education shall appear to be more largely appreciated, and the cost of instruction for each pupil considerably diminished, it is improbable that the Supreme Government will listen to a measure which will cause addition to the heavy expense already incurred in proportion to the number of students.

Meanwhile, as lectures on Botany, Geology and other Departments of Natural Science are, His Honor understands, delivered at the Medical School at Lahore, it might be possible to arrange with the Professors of that institution to allow the students of the Lahore College to participate in the benefits of instruction in those subjects.

14. With reference to the remarks contained in your 31st paragraph, regarding His Honor's refusal to accede to your proposition for completing the education of senior scholars from the Lawrence Military Asylum at the Lahore College, I am desired to repeat what has been already stated in Military Secretary's letter, No. 432, dated 2nd February, 1865, viz., that, as religious instruction cannot form part of the course in a Government educational institution, primarily intended for the natives of India, neither His Honor, nor those who preside over the Lawrence Asylum, consider the Lahore College at present so suitable a place to which to transfer the more advanced of the sons of our soldiery as the Rûrkí College or other institutions differently constituted.

15. His Honor concurs in the propriety of your not insisting upon strict uniformity in the scheme of studies pursued in the Lahore and Delhi Colleges, provided there is sufficient uniformity maintained to admit of the comparative progress of the two institutions being fairly tested. His Honor has already remarked upon the results of the half-yearly and annual examinations of the College classes on the receipt of the reports of the examiners.

16. ZILLA SCHOOLS.—The large increase in the number of scholars* is very satisfactory, and appears to be the result, to a great extent, of the extension of the branch school system, the introduction of which has been attended with the greatest advantage; under that system the indigenous schools of towns can be made use of to supply scholars to the superior schools, and the interest of influential native gentlemen is enlisted in the cause of education. His Honor is also glad to see that the establishment of Local Committees of Public Instruction has, in some cases, led to beneficial results; you have not specified in your Report the localities of the Committees who have distinguished themselves in promoting education; but from the reports of the Inspectors it may be gathered that the Committees of Ferozpûr and Rahon, in the Lahore Circle, and those of Gujrat, Gujranwala, Jhung and Bhera, in the Rawul Pindí Circle, have distinguished themselves. For the active interest they have evinced I am to request that you will convey the Lieutenant Governor's acknowledgments to the Members of those Committees, and to those of any other Committees whose exertions are, in your opinion, deserving of His Honor's approbation.

Average attendance in 1863-64,... ...	3,244
In 1864-65, ...	5,821

17. With reference to the remarks contained in para. 41 of your Report, I am desired to express a hope that some suitable means may be adopted for restraining youths from going up for the University examinations until their teachers consider they can do so with advantage.

18. The transfer of scholars, who have displayed superior proficiency from lower to higher grades of Zilla Schools, with a view of utilizing, to the utmost, the services of

Superior Masters, appears a judicious measure, provided, of course, it is done with the free consent of the pupils and their parents. His Honor presumes the cases are very few in which parents or guardians assent to the transfer, unless the pupil had earned a scholarship wherewith to support him, and on this account the establishment of these possesses, in his opinion, great value and importance in the existing condition of the country, and at the present stage of educational progress.

19. You comment in your 43rd paragraph on the refusal of His Honor to sanction the establishment of a boarding-house at Umritsur for the accommodation of those pupils and others who may come from a distance to study at Superior Zilla Schools; in reference to these comments I am desired to remark, that seeing that the Government is obliged to observe neutrality in matters connected with religion, and is, therefore, precluded from superintending or directing religious instruction of any kind; grants-in-aid would, in his opinion, be a more appropriate means for attaining the desired end than the establishment of Government boarding-houses.

20. His Honor rejoices to hear of the good effect produced by the Educational Durbars held in various parts of the Province during the last cold season. The practice of holding such Durbars was, he believes, first inaugurated in Gujrat by Captain E. Paske, the Deputy Commissioner.

His Honor has already expressed, in a separate communication, the gratification he experienced in being present at the educational fête at Delhi; appropriate extracts from your Report of the proceedings on that occasion and His Honor's reply can be printed as an appendix to your Report..

21. TOWN SCHOOLS.—These have considerably increased* in number during the past year, and their general progress appears, on the whole, to be satisfactory, while the cheapness of instruction in these schools is worthy of favorable remark. The employment of pupil teachers, if systematically carried out, is a measure which meets with His Honor's entire approval; it not only serves to economize the cost of instruction; but will supply the Normal School with students of an age likely to profit by the training, and thus provide us, in time, with a class of well-trained Village School Teachers, the want of which is so much felt at the present time. His Honor concurs generally with Mr. Alexander's remarks upon this subject.

1863-64, ...	60
1864-65, ...	70

22. VILLAGE SCHOOLS.—That some of these are making good progress may be inferred from their elevation to the rank of Town Schools, and from the special notices of particular schools in the reports of the Inspectors; but, in general, the state of these schools is, perhaps, judging from our own standard, the least satisfactory part of our educational system, and will probably continue to be so until a superior class of Village Teachers has been raised up in the manner indicated in the last paragraph; at the same time it must be borne in mind that the most elementary knowledge of reading and writing is preferable to complete ignorance; and that the very existence of a school, however imperfect in a native-village, is a civilizer; and care must be taken lest we indulge too much in an optimist spirit from inability to lower ourselves to the standard of the native. The cost of instruction in these schools, namely 4/ per head, is creditably low. It is to be observed that, although Hindús predominate over Mahomedans for the most part, the latter predominate in the Village Schools of the Rawul Pindí and Frontier Circles. The largest number of pupils occurs in the schools of the Lahore Division, and next to it in that of Rawul Pindí.

23. The Lieutenant Governor is glad to learn that measures have been taken for the preparation of Elementary School Books in the Pushtu language for the use of scholars in the Frontier Schools; and I am to request that you will convey His Honor's thanks to Mr. Beckett, the Officiating Inspector in the Frontier Circle, for having undertaken the work.

24. GIRLS' SCHOOLS.—The extension of these schools, during the past year, especially in the Jullundhur District, is remarkable. In regard to the great preponderance of Mahomedan over Hindû scholars, noticed by you, it may be observed that this is to be expected. Female instruction to a limited extent is not so foreign to the previous practice of Mahomedans as of Hindús; authoresses are not unknown in the Mahomedan literature of Hindústán, and we have in the case of Roshenara and Zeb-un-Nissa, the wife and daughter of Aurangzeb, the most bigotted of the Moghul Emperors, instances of Mahomedan women of learning and literary taste; while the present Beghum of Bhopal is a prominent instance of the greater energy and spirit of enquiry amongst some Mahomedan ladies than among Hindús.

25. His Honor, as his predecessor, views the popular movement in favor of female education with the greatest interest; and though it may be doubted whether the instruction imparted in the schools is, in all cases, of a very thorough character, he would, as his predecessor, deprecate in the present infancy of the movement, any exacting amount of interference with the native promoters in the management of the schools, or in the course of instruction pursued. The great object at present is to remove prejudices and create an appreciation of the value of female education, so that even where the co-operation of the native gentry may not be evinced to such extent as may be desired, we should not be thereby discouraged or deterred, though we should proceed with caution and judgment. The progress thus far has been certainly more decided and more general than could have been expected, and must be considered as most gratifying. In connection with female education His Honor desires that his special acknowledgments be conveyed to Major Elphinstone, Deputy Commissioner, Jullundhur.

26. GAOL SCHOOLS.—The Lieutenant Governor notices the large decrease in the number of prisoners under instruction; this has been doubtless caused, to a great extent, by the terrible epidemics, which during the year visited several of our larger gaols, and necessitated the removal of the prisoners; towards the close of the year of 1864, a circular was issued from this office upon the subject, which, it is hoped, may secure more attention to it in future. His Honor endorses your opinion, that the cost of Gaol School Teachers is an illegitimate charge upon the Educational Cess Fund.

27. PRIVATE INSTITUTIONS.—These are now 484 in number, or 50 in excess of the number reported last year;—the most important of the newly-founded institutions appear to be the Mission College at Lahore, and two Female Normal Schools established at Umritsur and Lahore; of the remainder, 21 are Elementary English Schools.

The account given of the progress made in private schools of the higher class (corresponding to Government Zilla Schools), especially the Lahore Mission School, is very satisfactory, and it is to be remarked that there were more successful candidates for matriculation at the Calcutta University, during the past year, from this class of schools than from the Government Schools of a similar grade.

28. It is to be remarked, however, that, excluding the Superior Schools and Female Schools, the aggregate number of scholars borne on the rolls of private aided institutions shews a decrease from 7,997 to 5,253. This fact is not adverted to or explained in your Report. The total amount expended during the year from the Government Revenues

in grants-in-aid, it appears amounted to 1,02,545; while the private income of the institutions amounted to 69,495; seeing that the Government contributions should not, under existing rules, exceed the amount advanced from private sources, it is not understood why the former should, in the aggregate, exceed the latter. The revised grant-in-aid rules alluded to by you in para. 63 have, with a few modifications, received the sanction of the Supreme Government.

29. GOVERNMENT NORMAL SCHOOLS.—The high cost of education in these institutions has already been noticed. In future reports His Honor would wish to learn whether improved teaching is found to result, in any marked degree, from the expensive training given in these institutions. The report given of the progress of the Female Normal School at Delhi, established last year in connection with the S. P. G. Mission, is encouraging, and it is to be hoped that this school, and those established at Lahore and Umritsur through the liberality of His Highness the Raja of Kuppurthulla, will be the means hereafter of supplying well-qualified teachers for Girls' Schools.

30. With reference to your remark upon the stoppage of the building of the Normal School for the Rawul Pindí Circle at Gujrat, I am desired to observe that you appear to have as yet but very inadequately realized the effects produced by a Railway; already Gújrat has been strongly objected to by the Civil Officers as not sufficiently centrical. It has been pointed out, and acknowledged by yourself, that at Jhelum, which is more centrical, accommodation, suitable for present use, is readily and cheaply obtainable; while Gujranwala, to which Syâlkot closely adjoins, will be, in all probability, traversed by the line of Railway, while you admit that it is from these two districts that the greater number of teachers for entry on the Normal School Rolls must come. These districts, as well as all others, will be virtually cut off from Gújrat so soon as the Railway opens; so that, under these circumstances, His Honor would regard the erection of a new building at Gújrat, while this project is under consideration, a wholly indefensible act. Moreover, so soon as Gujranwala is in Railway communication with Lahore, which will probably be the case ere long, it will be easier for the teachers of that district, and of Syâlkot, to reach Lahore than Gujrat; in which case it would appear far better to send them to the former than to the latter district.

31. The large amount disbursed in College scholarships has already been commented upon. The system, upon which Zilla Scholarships are now awarded, appears to be a good one.

32. The proposal for exacting an educational test from candidates for Government employ, a measure already in force in the Bombay and Madras Presidencies, has already received general approval, and on receipt of a definite and practicable scheme from the Committee, His Honor will be prepared to take measures for its introduction into this Province. The Lieutenant Governor does not understand on what grounds the desirability of including a knowledge of Persian amongst the educational tests is designated by you as extraneous to the subject, and its discussion "unfortunate." The question appears to His Honor to be a vital one. Indeed he is convinced that the defective training of Government pupils in the languages of their own country is the main cause which has heretofore retarded their success in obtaining employment in Government offices.

33. The large increase in the number of pupils under instruction in the English language, as shewn in the table appended to para. 82 of your Report, is worthy of notice; it appears to be as marked in private aided schools of the higher grade as in Government Schools; the movement has now extended to Female Schools, in which it appears there are no less than 264 girls studying the English language; this growing desire to acquire

English, and to go beyond the beaten track of Sanscrit, Persian and Arabic, is certainly not to be discouraged; it is indicative of a growing freedom from prejudice in favor of old routine, and a tacit expression of confidence in English rule; at the same time it must be regarded as to some extent of a feverish character and stimulated by hopes of obtaining high appointments in the Government service. His Honor would not wish, therefore as before remarked, to see the study of English encouraged at the expense of a sound practical education conveyed through the medium of the vernacular, or as a substitute for oriental learning. He trusts, therefore, that the assurance given in para. 76 of your Report for 1863-64, that vernacular studies shall not be allowed to be interfered with by giving undue importance to the study of the English language may be constantly borne in mind, and he awaits with interest a reply to my letter, No. 296, dated 10th June 1865, on the subject of promoting the formation of a vernacular literature.

34. The new system of management of the Book Department, introduced from the 1st of May 1864, appears to have been attended with success. The objectionable passages of the *Wakiát-i-Hind* having now been re-written, the work can be at once re-published, but it is, in His Honor's opinion, questionable whether the subject of the mythological histories of the Hindús should have been introduced in a work intended as a text-book for all classes.

35. NOTICE OF OFFICERS.—The Lieutenant Governor concurs in the high appreciation you have expressed of the attainments and services of Lieutenant Holroyd, Inspector of the Umballa Circle, and in the commendation bestowed on Mr. Alexander, and the remaining Inspectors.

The services of Dr. Leitner, Principal of the Lahore College, in securing the good-will of the native gentry, and in establishing and presiding over a Society for the diffusion of useful knowledge, have already been favourably noticed. His Honor trusts that a difference of opinion in a matter of detail, heretofore adverted to, will not be allowed in any way to diminish the earnestness hitherto evinced by him in the cause of education.

The high University attainments and energy of Mr. Willmot, Principal of the Delhi College, will doubtless render him a valuable Member of the Educational Staff of this Province; and the Lieutenant Governor regrets the temporary loss of his services owing to an accident.

I am further to request that His Honor's acknowledgments may be conveyed to the other officers of the department of whom you have made favourable mention, and to the native gentlemen, official and non-official, enumerated in the list given in paragraph 91 of your Report.

36. In conclusion, I am to express, in regard to yourself, His Honor's appreciation of the zealous and able manner in which you have conducted the department under your control; but, while appreciating your zeal and earnestness, the Lieutenant Governor cannot altogether approve of the tone of your Report. The introduction therein of comments on the action or opinions of the Government and of discussions upon questions already decided, is, in his opinion, to say the least, unsuitable; where you dissent from the views or policy of the Government, you are free to express your opinion in your Departmental Correspondence, and your communications will receive the careful consideration they deserve; but to parade differences of opinion in the pages of an Annual Report, intended to be a record of progress, is, I am desired to say, at once undesirable and profitless.

The enclosures of your letter are returned.

I have, &c.

T. H. THORNTON,

Secretary to Government Punjab.

REPORT

ON

POPULAR EDUCATION

IN THE

PROVINCES UNDER THE PUNJAB GOVERNMENT;

BY

CAPTAIN A. R. FULLER, ROYAL ARTILLERY,

FOR THE YEAR 1864-65.

Preliminary Remarks.

Budget provision and amount spent during 1864-65 compared with previous year.

1. THE extension of EDUCATION depends so much on the funds allowed for the purpose, that I must again refer to the subject of finance in the Preface to this Report. In the three previous years, as I have shewn in my Reports, the Supreme Government had made liberal Budget provision for education in the Punjab; but by withholding sanction to the details of expenditure, only a portion of the funds annually assigned could be brought into use and large savings went at the close of every year to replenish the State Exchequer. During the year under review this has happily not been the case to so large an extent as formerly. For instance, during the preceding year of 1863-64, Rupees 4,00,000 were allotted by the Government of India for Education, Science and Art in the Punjab; of which the sum under my control amounted to Rupees 3,41,888, the remainder being applied to other special objects such as the Lahore Medical School, Botanical Garden, &c. From want of sanction to details of expenditure I was only able to spend Rupees 2,78,594; and the large sum of Rupees 63,294 thus lapsed and remained in the Government Treasury at the close of the year.

During 1864-65 the total Budget provision was raised to Rupees 5,13,970 by two instalments; Rupees 4,90,970 having been first granted when the general Budget allotments for the whole Empire was made, and Rupees 23,000 subsequently for the Book Depôt, to enable it to be carried on in the mode described in para 87 of my last Report for 1863-64. Out of the above Rupees 5,13,970, after deducting appropriations for special objects like the Lahore Medical School, there remained at my disposal Rupees 4,51,570. Hence the Department has enjoyed an additional provision of Rupees (4,51,570—3,41,888=) 1,09,682 in the Budget of 1864-65 over that of 1863-64, which has been thus applied :—

1	Increase of Inspector's salary, Frontier Circle,	1,200
2	Delhi College Establishment,	17,640
3	Zilla School, increased establishment (825+250=1,065 per mensem),	12,780
4	Ordinary grants-in-aid, increased,	27,000
5	Special .. ditto for Female Schools,	18,000
6	Book Depôt (on new system),	26,600
7	Minor Contingent Charges,	4,600
8	Lahore College, Assistant Arabic Professor	1,800
	TOTAL RUPEES,	1,09,620

But out of the sum granted from Imperial Revenue during 1864-65, viz, Rupees 4,51 570, only Rupees 4,14,759 have been expended.

Hence a saving of Rupees 36,811 again lapses to Government, chiefly owing to the increased establishments for Zilla Schools having been authorized so late in the year, that it could only come into operation from 1st March 1865: and from want of sanction to several other charges, which I shall now notice, and especially that for Tahsili or Model Vernacular Schools.

Charges for which the sanction of the Supreme Government is still urgently needed.

2. Most of the charges, to which I refer, have been under the consideration of the Government of India, in one form or another, for the last two years and more, and though it has been clearly shewn that they ought fairly to be borne by Imperial Revenue, and are so borne in other Presidencies and Provinces, they have not yet been definitively sanctioned. They are as follows :—

1	Pay of Chief School Mohurrirs, ..	Rs.	17,220/0
2	Tahsili or Model Vernacular Schools,		40,764/0*
3	Town Female Schools, .. .		12,286/8
4	Stipends of Normal Students, .		3,029/0
	TOTAL RUPEES,		73,299/8

The charges have been, for the most part, borne hitherto by the accumulated balances of the Educational Cess Fund, but these are now so far reduced by the heavy outlay during the last three or four years on Vernacular School houses, that the fund in question will be insolvent before the end of the year if it continues to bear such an intolerable burden. Unless, then, relief is speedily afforded by the Supreme Government transferring the above charges to Imperial Revenues, it will be absolutely necessary to retrench the present rate of expenditure from the Educational Cess Fund, and that can only be done by closing a considerable number of Vernacular Schools, and thereby inflicting a severe blow on educational progress throughout the Punjab. (See my, No. 168, dated 28th April, 1865 to Secretary Government Punjab)

Subjects noticed agreeably to instructions from Supreme Government for preparation of Annual Report.

3. With this Preface I purpose following out the plan of Report adopted last year in conformity with the Resolution of the Government of India, in the Home Department, dated 25th February, 1864; and I shall endeavour, as I did last year, to keep it within the smallest limits by treating each kind of schools in the mass only, and leaving details to be gleaned from the copious extracts of Reports received from Principals of Colleges and Inspectors of Schools, and from the numerous Tabular Statements given in the Appendix.

SECTION I.

CONTROLLING AGENCIES WITH GENERAL FINANCIAL STATISTICS.

(A.) INSPECTION.

Grades and numbers of Inspecting Officers and extent of charges, &c., same as before.

4. The several grades of Inspecting Officers, with the numbers in each grade, paid respectively from Imperial Revenues, and from Educational Cess Fund, were duly detailed in my last Report for 1863-64, as well as the Circles and Districts assigned to each, with their area, population, and number of schools and scholars contained in them. (See paras. 3 to 6)

* NOTE.—Or at any rate the excess of this sum over Rs. 20,752 8 at present allowed for Vernacular Schools.

As these statistics all remain unchanged, with the exception of the number of schools and scholars in each Circle, it is only necessary to give further information here on the latter point :—

	Circles.			
	Umballa.	Lahore.	Rawul Pindee.	Frontier.
Number of schools,...	629	1,205	624	167
Number of scholars, ...	22,920	42,370	21,799	4,922

Changes among Inspectors.

5. There have been several changes, however, among the Inspectors themselves. In the first place Lieutenant Wheeler, who sent in his resignation at the beginning of the year, as noted in para. 10 of my last Report, was relieved early in June 1864 of the charge of the Frontier Circle by myself; and as Captain Forbes was dangerously ill at the same time, I had to take up the current duties of the Rawul Pindee Circle as well, from June to August inclusive, until which latter month he was not sufficiently restored to resume charge. In September, 1864, Lieutenant R. S. Armstrong, of the Madras Staff Corps, was appointed to the vacant post of Inspector of Schools, Frontier Circle; but as soon as he could join, which was not till the beginning of November, Captain Forbes took sick leave, and Lieutenant Armstrong was, therefore, placed in temporary charge of the Rawul Pindee Circle in his stead. At the close of November 1864, Lieutenant Holroyd, Inspector of Schools, Umballa Circle, was taken away for special duty, and Mr. H W. P Hutton, B A., of Christ's College, Cambridge, Professor of English in the Delhi College, was appointed to officiate for him. At the same time it was very essential that the schools of the Frontier Circle should not be left uninspected during the cold season; so I succeeded in obtaining the services, temporarily as Inspector, of Mr. H. B. Beckett, Extra Assistant Commissioner of Peshawur, who took charge of that Circle from me early in December. From the 1st February, 1865, Captain Forbes was transferred to another department, whereupon Mr. Alexander, Inspector of the Lahore Circle, was promoted to the second grade of salary thus vacated, but without changing his Circle; Lieutenant Armstrong was confirmed in the charge of the Rawul Pindee Circle on the third grade, and Mr. Hutton was appointed Inspector of the Frontier Circle on the fourth grade of salary The latter, however, was continued, as before, in charge of the Umballa Circle for Lieutenant Holroyd, who, immediately after rejoining from special duty, proceeded on sick furlough to Europe.

Permanent and Officiating Inspectors Umballa Circle.

6. I regret much losing the services, even for a time, of Lieutenant Holroyd, whose ability and experience in the department, as well as his oriental attainments, proved by his lately passing the test for high proficiency in Persian before the Board of Examiners in Calcutta, rendered him a very valuable officer. The work of inspection in the Umballa Circle, however, has been well carried out during the cold weather by Mr. Hutton, who has a very fair colloquial knowledge of Hindustani, and whose previous successful management of the Zilla School, and the new College at Delhi when started, gave proof of his aptitude for his new duties.

Inspector Lahore Circle.

7. The Lahore Circle has been excellently administered, as usual, by Mr. Alexander throughout the year. I am very glad that an opportunity has occurred for slightly increasing his salary, and only

wish that the increase had been larger, and more commensurate with his deserts and length of service.

Inspector Rawul Pindee Circle.

8. Lieutenant Armstrong has passed as an Interpreter in Hindustani and the elements of Persian, and held the post of Inspector and Quarter Master to his late Regiment, the 41st Madras Native Infantry, for some three years. He has given me a promise that he will continue the study of the oriental languages until he passes some of the higher tests lately prescribed for the examination of military officers. He has been most assiduous in travelling about and inspecting the schools of the Rawul Pindee Circle during the cold weather; and as he likes the change of climate from Madras to the Punjab, and takes kindly to his new duties, I have every hope that, with further study and experience, he will prove a useful Educational Officer.

Officiating Inspector Frontier Circle.

9. Mr. Beckett has given me much satisfaction for the few months he has been Officiating as Inspector of the Frontier Circle. Having been located at various frontier stations for the last three or four years, and his civil duties having brought him a good deal into contact with the Pushto-speaking population of those parts, he has gained some acquaintance with their habits, feelings, and language, which is of much use to him in his present duties.

10. The three Deputy Inspectors, mentioned in paras. 7 to 9 of my last Report for 1863-64, have continued at their respective posts throughout the year, and are highly commended by their immediate superiors. The native gentleman, Mirza Hussun Ali, whom I appointed Deputy Inspector of the Frontier Circle, was detained for five or six weeks at Murree as Interpreter to the Koh Kand Envoys, and only joined at Peshawur in October 1864. He had scarcely done a month's work when he fell sick. The difficulty of finding a suitable officiating incumbent on half salary could not be overcome before the Deputy Inspector died in March 1865. The Chief School Mohurir of Dera Ismael Khan, Saifullah, who distinguished himself in promoting the popularity of the schools in that district, and has influence more or less all along the border, has been promoted in his stead.

(*B.*) Financial and General Statistics.

Actual expenditure how distributed.

11. The actual expenditure on education, during 1864-65, is shown below :—

Charges.	Expenditure during 1864-65. From Imperial Revenues	From Local Funds.
Direction and its subsidiary charges, ...	88,108*	...
Inspection and ditto ditto, ...	49,960	19,636
Instruction, ...	2,76,796	2,85,131
Total Rupees, ...	4,14,764	3,04,767

* Of this Rupees 35,225 were expended for the Book Department, which returned to Government Rupees 24,663 by sale proceeds, so that Direction, &c., without the cost of the Depôt, only comes to Rupees 52,883.

12. The following is the Comparative Abstract of the General and Financial Statistics in the tabular form in which I have always presented them in my Report :—

Abstract of General and Financial Statistics.

General and Financial Statistics of 1864-65 compared with those of 1863-64.

Description of Institutions		No of institutions	No. of scholars on the rolls at the close of 1864-65	No of scholars attending daily on an average during 1864-65	Aggregate expenditure from all sources	Chargeable to Imperial Revenue	Chargeable to One Per Cent Educational Cess Fund	Annual cost of educating each pupil: Total cost			Annual cost of educating each pupil: Cost to Government		
1 Govt Colleges, ..	1863-64,	1	7	7	2,780	2,738	...	397	3	9	391	3	9
	1864-65,	2	31	21	30,344	29,932	..	1,444	5	8	1,425	5	9*
2 „ Zillah Schools,	1863-64,	22	5,731	8,244	1,01,624	84,416	...	31	5	3	26	..	4
	1864-65,	22	7 302	5 821	1,28 875	1,03,218	5,465	22	2	2	17	11	9
3 „ Town Schools,	1863-64,	60	5,016	4,323	23,457	1,552	20,672	5	6	8	...	5	9
	1864-65	70	6 160	5,470	30,531	21,459	7 849	5	9	5	3	14	9
4 „ Village Schools	1863-64	1,807	51,753	41,906	1,70,282	8,182	1,62,087	4	1	.	...	1	3
	1864-65	1,745	52,917	44,274	1,72,180	4,889	1,62,004	3	14	2	...	1	9
5 „ Female Schools,	1863-64	204	3,993	3,058	14,962	80	14,709	4	14	6	...	..	5
	1864-65	272	5 530	4,260	18,986	225	18,761	4	7	3	...	..	10
6 „ Jail Schools,	1863-64	23	6,106	5,603	1,754	.	67	..	5	2	...	..	...
	1864-65	22	4,460	3,88.	2,466	306	75	...	10	1	...	1	2
7 Aided Colleges, .	1863-64,	..	.	..	...	...	...	...			...	.	..
	1864-65	2	16	12	3 181	1,259	...	265	2	6	14	12	10
8 Superior Aided Schools, ..	1863-64,	17	2,983	2,314	95,566	68,324	...	41	4	9	29	8	5
	1864-65	17	4,065	3,207	1,04,620	66,766	...	32	9	11	20	13	1
9 Middle Class Aided Schools, .	1863-64	..	...	..	...		...	..	.	.	..	...	.
	1864-65,	5	1 155	936	26,486	12 334	...	28	4	9	13	3	8
10 Inferior Aided Schools, ..	1863-64,	279	5,014	4,611	44,129	23,931	...	8	4	.	4	7	0†
	1864-65,	1	29	8	120	60	...	15			7	8	...
11 Female Aided Schools, ...	1863-64,	.	...	...	...	...	...	...		.	...	...	...
	1864-65,	411	9,718	8,002	36.228	21,251	...	4	8	5	2	10	5
12 Government Normal Schools, ...	1863-64,	7	35.	310	35,880	16,073	19,720	115	12	4	51	13	7
	1864-65,	7	322	297	34,156	14,197	19,884	115	.	.	47	12	9
13 Aided Normal Schools,‡ ..	1863-64,	..	.	...	. .	...	...	...	.		...	.	.
	1864-65,	1	29	23	1,865	825	..	59	5	11	35	13	11
14 Govt Estabts, &c, charges, ..	1863-64,	...	...	...	1,01,795	78,298	23.497	...	.	..	.	...	..
	1864-65,	...	...	...	1,57,605	1,37,969	17,636	...	..		...	...	...
15 Educational buildings, ...	1863-64,	.	..	...	60,335	...	60,335	...	..	.	...	...	...
	1864-65,		...	.	41,838	..	41,838	...	..	.	...	..	...
Total, ...	1863-64,	2,420	81,012	65 386	6,52,573	2,78,594	3,01,087	...	.	..	...	...	...
	1864-65,	2,623	92,011	76,213	7,88,981	4,14,759	2,75,512	...	.	..	...	...	...

* Amount granted from Imperial Revenue for 1864-65 was Rupees 4,51,370, of which Rupees 4,14,739 have been expended. Saving 36,811 Rupees chiefly from the assignment for Vernacular Schools.

† The Middle Class and Female Schools included.

‡ For females.

Marked increase of attendance, &c.

13. The total number of schools connected with Government has increased during the year by 205; that of scholars by 10,999, and the average daily attendance by very nearly the same, viz., 10,327. Out of these no less than 684 are Female Schools (including the Aided Normal Schools, which is for the training of females only). The registered attendance of girls is 15,266, and the daily average throughout the year has been 12,285. The close of 1864-65 thus shews 2,614 schools of all kinds open, containing 92,000 scholars, and having a daily average attendance of upwards of 76,000.

Detailed distribution of expenditure.

14. The aggregate expenditure has also risen above that of the previous year by Rupees 1,36,408; of which, in round numbers, Rupees 35,000 are due to charges of the Book Depôt under the new system; 20,000 to increased cost of general establishments and charges; and the remainder to the various educational institutions. Among these last, the two new Government Colleges take 28,000 Rupees; the Zilla Schools Rupees 27,000; Aided Colleges and Schools Rupees 31,000. On the other hand, there has been a diminution of expenditure on educational buildings to the extent of nearly 19,000 Rupees. The Imperial Revenues have contributed Rupees 1,36,165 more, and the Educational Cess Fund Rupees 25,575, less than in the previous year, towards the cost of education. The income derived from other private sources, which has been spent during 1864-65, amounts to Rupees 98,710. (See Statement No. 17 in the Appendix.) Nearly 42,000 Rupees were spent from the Educational Cess Fund on buildings during the year.

Cost of education in different kinds of schools.

15. In Government Colleges the annual cost of education per head is inordinately high, viz., Rupees 1,445, only because those institutions are yet in their infancy. The number of matriculated students joining them will, particularly with suitable encouragement from scholarships, increase from year to year, and the rate will soon fall to a proper level. No comparison can be fairly drawn with the Aided Colleges, where the rate is shewn as Rupees 265, because the services of the Reverend Missionaries, who perform the duties of Principals and Professors, are not included, and the salaries of the Masters, who work both in the College and School Department, are principally, if not entirely, charged to the latter. In Zilla Schools the annual cost of education per head has been wonderfully reduced, and now stands at Rupees 22/, which is considerably lower than that of the Superior Aided Schools of the same stamp, where it comes to Rupees 32/. The rate in Town and Village Schools is also much lower than that ruling in Aided Schools of the corresponding middle and lower classes.

Fees.

16. The amount collected in fees is rising, slowly perhaps, but surely, as will be seen from the following table. The rate of their increase at Zilla Schools is decidedly encouraging:—

FEES LEVIED AT	1860-61.	1861-62.	1862-63.	1863-64.	1864-65.
Government Colleges, ...	...	...	...	42	412
Zilla Schools, ...	4,020	4,369	4,690	7,267	10,466
Town ditto,...	1,303	1,208	1,093	1,233	1,273
Village ditto,...	2,920	2,618	3,636	3,997	4,082
TOTAL, ...	8,248	8,195	9,419	12,539	16,233

SECTION II. AND III.

UNIVERSITIES AND GOVERNMENT COLLEGES.

Government Colleges affiliated to Calcutta University.

17. The two Government Colleges have been in operation throughout the year at Lahore and Delhi. Both have been affiliated to the Calcutta University for obtaining degrees in arts only. Duly matriculated students are alone admitted, and entered on the College Rolls. A monthly fee of two Rupees is charged for attendance on the College lectures.

Statement of attendance at Government Colleges.

18. The following is the tabular statement of attendance, &c., at Government Colleges prescribed by the Supreme Government :—

	General Education.	
	Lahore.	Delhi.
Number of institutions,...	1	1
Number on the rolls during 1864-65, ...	16	15
Average daily attendance, ...	10	11
Total expenditure, ... From Imperial Funds, ...	15,855	14,078
Total expenditure, ... Ditto Local ditto, ...	208	204

Statement of annual results of University examinations.

19. The prescribed statement of the results of the Calcutta University examinations, held in each year, is given below for all Punjab educational institutions :—

Years.	Number of candidates.	Entrance Examination. Passed. From Government institutions.	Entrance Examination. Passed. From private institutions.	Remarks.
1861-62, ...	10	*a* 4	1	*a* Including one School Master.
1862-63, ...	12	7	1	
1863-64, ...	35	*a* 15	10	
1864-65, ...	43	*b* 15	*a* 16	*b* Ditto two School Masters.

Details of above results for 1864-64.

20. To this I add a further statement, as usual, shewing in detail for 1864-65 the number of candidates furnished by each school, whether Government or private, and the division in which each candidate passed, or the subjects in which he failed :—

Names of Institutions.	Number of candidates.	Passed in 1st Division	Passed in 2nd Division	Failed in English.	Failed in Urdu.	Failed in History and Geography.	Failed in Mathematics.
Government Zilla Schools.							
Lahore, ...	6	..	6	...	...	...	...
Umritsur, ...	5	...	3	1	...	1	2
Delhi, ...	6	...	4	2	...	...	1
Mission Schools.							
Lahore, ...	6	1	4	1	...	...	...
Delhi, ...	9	2	3	3	...	...	1
Jullundur, ...	2	...	2	...	...	...	...
Umritsur, ...	4	...	3	1	...	...	...
Kuppoorthulla, ...	2	...	...	1	...	...	2
Teachers,*	3	2	1	...	...	...	...

* Two educated at the Delhi Zilla School, and employed in Government Schools.
One ditto St. John's College, Agra, and employed at Umritsur Mission School.

21. LAHORE GOVERNMENT COLLEGE.

Lahore Government College: its Principal, Dr. Leitner; and Professor, Mr. Crank.

Principal, ... G. W. LEITNER, M. A., PH. D.
Professor of Mathematics, ... W. H. CRANK.
Assistant Profr. of Arabic, ... MAULAVI ALAMDAR HOSEIN.

The Lahore Government College remained in temporary charge of the mathematical Professor, Mr. Crank, till, on the 16th November, 1864, Mr. G. W. Leitner, M. A., PH. D., of the University of Treiburg, and late Professor of Arabic and Mahomedan Law at King's College, London, from which post he was appointed Principal to this institution, joined and entered upon his new duties at Lahore. He has done much to secure the good-will of the native gentry by frequent private interviews with their leading Members, and by the formation, with their aid and support, of a Society for the diffusion of useful knowledge. He has not, however, devoted as much time as he ought, in my opinion, to actual tuition in the College. Professor Crank has been diligent in the discharge of his duities as Professor of Mathematics.

Lahore Zilla School and its branches attached to the College: its Masters, &c.

22. Mr. Beddy, the Head Master of the Zilla School, whose services have been most valuable during the year under review; Mr. Thompson, the 2nd Master, and the other Assistant Masters, have all worked very satisfactorily. But, owing to the two Masters above named being so much employed in the College, neither they nor their Assistants have had time to pay the same attention as formerly to the branch schools, the value of which, as feeders to the Main Zilla School, cannot be over-rated.

23. DELHI GOVERNMENT COLLEGE.

Delhi Government College: its Principal, Mr. Willmot; and Professor, Mr. Hutton; Officiating, Mr. Cooke.

Principal, ... E. WILLMOT, B. A.
Professor, .. VACANT. *Officiating,* C. R. COOKE, B. A.
Assistant Professor of Arabic, .. MAULAVI ZIAU-D-DIN.

The Delhi Government College was in charge of Professor Hutton till the latter end of October 1864, when Mr. Edmund Willmot, B. A., of Trinity College, Cambridge, arrived from England and assumed the post of Principal. Mr. C. R. Cooke, B. A., of St. John's College, Cambridge, also joined about the same time, having been appointed Head Master of the Zilla School; but in consequence of Professor Hutton being required to officiate for Lieutenant Holroyd, as Inspector of the Umballa Circle, he at once took up the duties of Officiating Professor of English. In January, 1865, Mr. Willmot unfortunately met with a severe accident, which cut short his course of mathematical lectures to the College and Entrance, or 1st school classes, which he had commenced with a vigour and ability worthy of his high University reputation. The brunt of the work has thus fallen upon Professor Cooke, who deserves the highest praise for the industry, intelligence and judgment with which he has performed it.

Delhi Zilla School and its branches attached to the College: its Masters, &c.

24. He has been ably assisted by Messrs. Millett and Doran, Assistant Masters of the Zilla School, who joined during the year under review; the former at the beginning of June, the latter in October. Mr. Millett was posted as 2nd Master of the Zilla School, and has been officiating as Head Master for Professor Cooke. Mr. Doran was posted as Head Master of the Normal School; but is employed in the Zilla School until he has gained a sufficient knowledge of the Vernacular to take up the duties there; a native Master from the Zilla School meanwhile performing the duties of Head Master in the Normal School. Both Messrs. Millett and Doran have proved zealous and hard-working, and are well fitted for the

duties entrusted to them. The Zilla School, as well as its numerous branches, was very carefully supervised by Professor Hutton while in charge of the College; and since then Messrs. Willmot and Cooke, with the aid of the Masters above named, and the other Assistants, have maintained them in a high state of efficiency. The branches especially are in remarkably good order, and have improved greatly since last year.

Amalgamation of the College Department of the S. P. G. Mission School at Delhi with the Government College.

25. The College has extended its sphere of usefulness by an arrangement made by the Reverend R. Winter, S. P. G. Mission, to close the College Department of the institution under his charge at Delhi (St. Stephen's College), and send his matriculated students to the Government College.

English games and athletic sports introduced at the Delhi College and School.

26. I am very glad, too, to be able to record that English games and athletic sports seem likely to be kept up at the Delhi College and Schools with considerable spirit. Cricketing only failed for want of a convenient piece of ground on which to play; but such sports as running, jumping, throwing, &c., were introduced last cold season, and were soon taken up with ardour, so that after several weeks' preparatory training, the young men and boys to a very large number, competed in public during two days of April for the small prizes offered for feats of strength and activity. The Principal mentions that we are indebted principally to Mr. Doran for the successful organization of these sports.

Societies for debating and essay-writing in English founded at both Colleges.

27. In both Colleges Societies for debating and essay-writing in English have been set on foot by the Principals, and as the Members are tolerably regular in attending the meetings, and several seem much interested in their transactions, I have every hope that these institutions will take firm root, and lead to much improvement in English conversation and composition among the students.

Perusal of English newspapers encouraged at both Colleges, and Educational Magazine *started.*

28. From reading only classic English authors, native students are inclined to adopt a stilted phraseology in the most ordinary correspondence, and cannot make ready use of simple colloquial English. As an additional means of obviating this defect, I have supplied the Colleges with an English newspaper, "the *Illustrated London News*," to which Mr. Willmot at Delhi has added a provincial paper, and he takes care that they are read by the College and senior school classes out of school hours. With the literary aid of the Principals of the two Colleges I have also been enabled to start a monthly periodical under the title of the *Punjab Educational Magazine*. His Honor the Lieutenant Governor, and most of the Indian Governments, have patronized it liberally. It is expressly intended to assist native scholars in preparing for the University examinations. Notes on the prescribed text-books, manuals on the subjects of study, and model answers to the University examination papers are given to as large an extent as possible, besides educational intelligences and articles of general scholastic interest. From the 1st May, 1865, it has been handed over to Dr. Leitner, who becomes Editor and Proprietor, and undertakes to keep it up with the aid of his colleagues in the department, several of whom have, since it was started, sent valuable contributions for insertion. My hope that the Managers of Aided Schools, and such of their Masters as are competent for the task, would favor the *Magazine* with occasional educational matter of use and interest to native scholars, has scarcely as yet been fulfilled.

Number of classes in each College and their constitution.

29. Each College contains two classes, the senior of which is now in its second year after matriculation, and will try the first arts examination of the Calcutta University in December 1865. The junior class

only matriculated in December 1864, and are preparing for the first arts examination of December 1866.

Second Professor in each College refused at present. Professor of Natural Science not obtained; but Assistant Professor of Arabic in each College sanctioned and appointed.

30. The appointment of the second Professor in each College, guaranteed by the Supreme Government, was applied for from 1st January, 1865; but was refused on the plea of a Principal, and one Professor being sufficient for the two classes at present belonging to each College. The expediency of providing a Professor of Natural Science to each College has also been brought before the Hon'ble the present Lieutenant Governor; but has been rejected on account of the expense, although it was suggested that Medical Officers or others, holding substantive appointments at Lahore and Delhi, would perform the duties for an additional remuneration of 200 Rupees per mensem. I cannot devise any more economical method of meeting our wants than this. An Assistant Professor of Arabic for each College was, however, sanctioned in July 1864, and Maulavis Alumdár Hosein and Ziáud-dín, who had previously been the senior oriental Masters in the Zilla Schools of Lahore and Delhi, were promoted to the new posts, and have discharged the duties in a satisfactory manner.

Proposal for completing the education of senior scholars from the Lawrence Military Asylum, Sunawur, at the Lahore Government College negatived.

31. A proposal I made for extending the usefulness of the Lahore College by entrusting it with the superior education of a few selected boys of European parentage from the Lawrence Military Asylum at Sunawur, did not meet with the approval of the Hon'ble the present Lieutenant Governor.

Scheme of studies for the Government Colleges.

32. A scheme of studies has been drawn up for the College classes after consultation with both the Principals, and it is now being tried at Lahore and Delhi; but strict uniformity in both places is not insisted upon. Much is left to the direction of the Principals; only the same subjects and portions of text-books are prescribed for each session to admit of both Colleges being tested by the same set of papers at each half-yearly examination.

Results of examination of College classes generally favorable.

33. The half-yearly examinations held in June and October last shewed that the College classes had on the whole made fair progress up to the latter date; and about half-a-dozen of the students may be considered as likely to distinguish themselves at the higher University examinations. The examiners on both occasions were—in English, Lepel Griffin, Esquire, B. C. S.; in Urdu, Captain Fuller, R. A.; in History and Geography, J. C. Beddy, Esquire, Head Master Zilla School; in Mathematics, Revd. James Kilbee Stuart, M. A., Cantab; in Mental and Moral Philosophy, W. T. Lindsay, Esquire, B. A., Cantab.

Want of proper College buildings.

34. Both Colleges suffer under great disadvantages for want of proper buildings. (See paras. 34-5 of my Report for 1863-64.) Nothing whatever seems to have been done for that at Lahore. Several plans have been submitted, but none has yet been finally sanctioned. At Delhi the educational wing of the institute was occupied by the Principal with the College and four senior school classes before the rooms were any thing like finished, merely because the old quarters in a hired native house were totally unable to accommodate the rising number of scholars; and the school and College work is still with difficulty carried on amid the din, and dust, and confusion of a building still far from complete.

SECTION IV.

GOVERNMENT SCHOOLS.

Statement of attendance, &c.

35. The prescribed statement stands thus:—

Description of institutions.	No. of institutions	No. on the rolls during 1864-65.	Average daily attendance.	Total expenditure.	
				From Imperial Funds.	From Local Funds.
Schools of the Higher Class, ...	23	7,302	5,821	1,03,243	25,632
Ditto Middle ditto, ...	59	6,460	5,470	21,459	9,122
Ditto Lower ditto, ...	1,745	52,917	44,274	4,883	1,67,247
Female Schools, ...	272	5,530	4,260	225	18,761
Jail ditto, ...	22	4,460	3,882	306	2,160
Normal ditto, ...	7	322	297	14,197	19,959
Total, ...	2,128	76,991	64,004	1,44,313	2,42,881

(A.) Government Zilla Schools.

Zilla Schools—General Statistics, &c.

36. There are now 23 Zilla Schools, a new one having been opened in December 1864 at Noorpoor in the Kangra District. The school at Shahpoor has also been transferred to Bhera, a much larger town in the same district, from the 1st May 1864. Notwithstanding the enormous increase of attendance (3,040) at schools of this grade, which I shewed in my last Report for 1863-64, I have now again to record an advance in the aggregate number of registered scholars from 5,781 to 7,302; and of the average daily attendance from 3,244 to 5,821. In like manner the number learning English has risen from 4,398 to 5,665, and those studying Persian, Urdu and Hindee, to 3,353, 5,328 and 1,303 respectively. The increase of attendance has taken place entirely among Hindoo scholars, of whom there are now 5,593 in place of 4,030 at the close of 1863-64. There is a trifling diminution among Mahomedan scholars, and those of others sects. The amount collected in fees has made a sensible advance, from Rupees 7,267 to Rupees 10,467.

Increase of scholars due to extension of branch schools, and co-operation of some Committees of Public Instruction.

37. These highly-satisfactory results are due, as I have repeatedly had to state on former occasions, to the extension and consolidation of the system of branch schools. (See para. 24 of last Report for 1863-64.) In this much advantage has been derived from the influence and aid of the Local Committees of Public Instruction in certain places, or of individual Members of such Committees, and other private native gentlemen, though cordial co-operation and zealous assistance are not, of course, everywhere obtained. On the contrary, in one or two places such stubborn apathy and continued disregard of educational interests have been shewn by the Committees, that I am thinking of recommending their abolition, or the removal of some of their most useless Members, as a signal mark of the displeasure of Government at their supineness.

Extra grant of Rs. 825 per mensem made to Zilla Schools during 1864-65.

38. The grant of an additional 825 Rupees per mensem, exclusive of the cost of the new school at Noorpoor, has enabled me to place several of these branches on a better footing, and to revise the establishments generally of Zilla Schools from 1st March 1865.

39. The quality, as well as the quantity, of instruction given in these schools is also vastly improving. Although at the last University Entrance Examination only the same number passed, viz., 15, as in the previous year, from Government Schools, and even such a result is far from discouraging; yet the following table will, I trust, prove that there are large numbers of boys now pushing up from the lower to the higher classes, and that the number of candidates for matriculation must continue rising from year to year for the future :—

Progress in study, &c.

ZILLA SCHOOLS.	CLASSES.										
AT THE CLOSE OF	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	TOTAL.
1863-64, ...	33	34	35	84	148	185	312	415	613	3,861	5,810
1864-65, ...	58	40	84	132	156	214	335	524	931	4,827	7,302

40. The annual cost of education per head at Zilla Schools still remains lowest in the Umballa Circle, where the branch school system has been most fully developed. It has there fallen from Rupees 24/ to Rupees 16/. In the Lahore Circle there is a still more sensible fall in the rate, viz., from 52/ Rupees to 27/ Rupees, now that the increased numbers having existed throughout the year, have largely raised the figure of average daily attendance. In the Rawul Pindee Circle only is there any enhancement of the rate visible, viz., from Rupees 21/ to Rupees 33/, which is caused by a Vernacular School at Goojranwalla, which was originally to have been a branch of the Zilla School, having been retained by the Deputy Commissioner in his own hands as a purely vernacular one.

Cost of education, &c.

41. A further modification of the Zilla School scheme of studies has been rendered necessary by the enforcement of the study of Arabic as a consequence of the rule passed by the Calcutta University, that a vernacular language shall not suffice for the higher examinations. It has also been found by experience, and it is daily becoming more apparent, that a sharp boy can prepare himself to pass the Entrance Examination of the Calcutta University in less time than is prescribed by the scheme of studies. Such boys generally scrape through in the 2nd division, though there are one or two memorable exceptions to this rule. At any rate, whether they pass well or ill, it is impossible to keep them back and prevent their trying when others before them have, under similar circumstances, tried and succeeded. I have, therefore, left it optional with Principals and Inspectors to promote a boy, after his reaching the 4th class, at a single remove, not only to the next higher class, but to the 2nd higher one, should they consider the boy capable of keeping up to its standard by extra diligence and application, or by voluntary study out of school hours.

Modification of scheme of studies.

42. The half-yearly examinations in June and October or December were held, as usual, except that on both occasions the 2nd, as well as the 1st, school classes were tested chiefly by independent examiners, the same, in fact, who examined the College classes. In June the examination of the other lower classes was conducted by the Inspectors, aided by Professors Hutton and Crank; but at the close of the year all the classes, from the 3rd to the 6th, were included in the examination held as follows:—

Half-yearly examinations, &c.

In English by ... ... { Revd. J. M. Laing, M. A.
Professor Crank, *Lahore College.*

In Urdu by ... ... { J. Mackintosh, Esquire, *Head Master, Lahore Normal School.*
Maulavi Alamdár Hosein, *Arabic Professor, Lahore College.*

In General knowledge, i. e. History and Geography, by } Moonshi Piyará Lall, *Head Master, Delhi Normal School.*

Mathematics, ... Maulavi Ziá-ud-dín, *Arabic Professor, Delhi College.*

The Annual Law Examination, too, held as usual in January, called forth a larger number of candidates than on former occasions; but not of the same degree of excellence as before. The results of all these examinations were carefully reported to Government as soon as possible after each examination, and were, generally speaking, considered so satisfactory as to elicit the approval of His Honor.

Transfer of scholars from lower to higher grades of schools; want of boarding-houses for their accommodation.

43. But few of the Zilla School establishments have yet been strong enough to teach the full number of 9 or 10 classes. Hence, in some cases, necessity has compelled, and in others expedience has suggested, the transfer of the senior boys from the smaller to the larger schools, as soon as they reach the 3rd or 4th, or even the 5th class. In this way the upper classes of the larger Zilla Schools are kept well filled, and the services of the better paid Masters in those institutions are utilized to the utmost, while the time of the Head Masters of the smaller schools is set free for paying greater attention to, and bringing on, the large number of their boys in the junior classes. This plan is also in strict accordance with the provisions of the famous Educational Despatch of 1854, which lays down expressly the propriety and advantage of granting scholarships to boys proceeding from a lower to a higher school to complete their education. As far as our funds well permit such scholarships are given. In fact without this inducement it can be scarcely expected that scholars, in such a distant and comparatively uncivilized Province as the Punjab, would leave their homes and go to study at a distant place. One great difficulty, too, is the supply of proper house accommodation to such scholars, and I regret to say that my application to build a boarding-house for them at one station, Umritsur, has been refused by the Honorable the present Lieutenant Governor on the ground that Government would thereby undertake the whole responsibility of their religious, as well as of their secular, education. (See the correspondence marginally noted. I am, therefore, obliged to make the best arrangements I can for them in private houses, and to incur expense that our funds can ill afford in paying house-rent for them, besides losing the advantage of having them under proper surveillance, and keeping them from mischief out of school hours, as would be feasible, if they lived all together in a boarding-house.

Docket, No. 57, dated 8th February, 1865, from Director to Secretary Government, Public Works Department.
Letter, No. 6,251, dated 15th February, reply to ditto.
Docket, No. 72, dated 27th idem, from Director Public Instruction to Secretary Government Punjab.
Letter, No. 142, dated 20th March, 1865, the Secretary's reply.
Letter, No. 138, dated 5th April, 1865, from Director Public Instruction, in reply to the above.
Letter, No. 233, dated 24th idem, the Secretary's reply.

Educational Durbars, and Local Meetings for educational purposes.

44. Great encouragement has been afforded to Zilla Schools, as well as to Town and Village ones, and, indeed, to the cause of education generally, by the large Durbars held during the year under review, at which *khilluts* have been distributed to native gentlemen, who have in various ways promoted the interests of education, and scholarships and prizes have been awarded to the most distinguished students. Foremost among these was that held under the auspices of the Hon'ble the present Lieutenant Governor on the 25th March, 1865, at Delhi, when the Lord Bishop of Calcutta was also present. At Jullunder Colonel

Lake, the Financial Commissioner, presided at a large gathering of all the principal schools, both Government and aided, throughout that division ; while at Amballa and Lahore Colonel Taylor and Mr. Cooper, the Commissioners, had all the principal schools of their divisions collected in Durbar. Besides these, many more Local Meetings have been held by District Officers on several occasions throughout the year for the furtherance of educational objects with the very best effect.

Zilla School houses.

45. Zilla School houses are now, I may say, provided at every place, except Noorpoor, where the school has only been recently opened; and at Lahore and Delhi as mentioned in para. 34. But the attendance at several places has quite out-grown the buildings, and the problem of how best to increase main school houses, and provide accommodation for branch scholars, is being constantly presented for solution.

Favorable notice of the Chief Masters of Zilla Schools.

46. I have already mentioned the principal Masters in the Zilla Schools of Lahore and Delhi ; and now, before bringing this section to a close, I desire to record my high appreciation of the excellent services of some others, especially of Mr. W. T. Lindsay, B. A., Head Master at Umritsur, and of Mr. J. D. Staines, Head Master at Mooltan ; also of Messrs. C. Kirkpatrick and J. Buchanan, the Head Masters of the Hooshiyarpoor and Goojrat Zilla Schools respectively. Several of the junior Masters have shewn considerable zeal, ability and judgment in the discharge of their duties, and have been duly noticed by the Principals of Colleges and Inspectors of Schools in their Reports as will be seen from the extracts of those Reports given in the Appendix.

(B) Government Town Schools.

General Statistics.

47. There have been several changes in the course of the year under review among schools of this class, the standard of which was fully detailed in paras. 51-2 of my Annual Report for 1862-63. One has been converted into a Zilla School, and five others reduced to the village grade; while 16 have been promoted from the latter to the higher grade of Town Schools. Hence, their number has now risen from 60 to 70. They have 6,460 registered scholars, and a daily average attendance of 5,470, instead of 5,016 and 4,333 as these numbers stood last year. The number learning English has also largely increased from 496 to 1,089, and those studying Persian, Urdu, &c., in fair proportion. The ratio of scholars of different sects continues much the same as before, there being 4,243 Hindoos to 1,898 Mahomedans, and 319 Sikhs and others. No very visible inprovement has taken place in the collection of fees, the amount for the year having only advanced from Rupees 1,233 to Rupees 1,273. The annual cost of education per head remains almost unchanged at Rupees 5/9/5; but whereas only 0/5/9 was the Government quota of the previous year; the portion, contributed during 1864-65 by Government, has been Rupees 3/14/9 owing to a small grant' having been *at last* made from Imperial Revenues towards the support of Vernacular Schools. (See para. 42 of my last Report for 1863-64.

48. The Inspectors' written examinations of these schools during the summer, and their *vivâ voce* examinations of them during their winter tours, coupled with occasional visits of inspection from the Civil Authorities of the districts, to which the schools belong, and competitive examinations for prizes offered at the Annual Educational Durbars in several divisions, have fully proved that a fair amount of scholastic progress is being made.

In consequence of the addition of so many schools, which have just been raised from

the village grade, the percentage of scholars in each class is not quite so good as last year, the proportion in the lower classes being higher than before :—

Percentage of scholars at the close of	TOWN SCHOOL CLASSES.							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1863-64, ...	0 2	1·1	5 1	6 2	11 2	17 5	18 3	40 5
1864-65, ...	0	0·9	4 5	6 0	7 9	16 5	16 6	47 6

Pupil Teacher system extending; also branch schools as far as funds and other circumstances permit.

49. The pupil teacher system continues to advance. It is in extensive use throughout the Amballa Circle for this class of schools, and for the larger village ones. Mr. Alexander is also giving it a trial in one or two of the districts in the Lahore Circle, and has some pertinent remarks on the subject in his Report. Endeavours have also been made, especially in the Amballa Circle, to open out branches of Town Schools, as has been done with so much success in connection with nearly all the Zilla Schools. Want of funds alone prevents the plan from being indefinitely extended.

(C.) Government Village Schools.

General Statistics, &c.

50. The actual number of these schools have been greatly reduced, especially in the Amballa, Rohtuck and Delhi Districts of the Amballa Circle, where there are 61 less than in the previous year, but the large reductions there, as well as smaller ones elsewhere, have been judiciously effected, only the very worst and wretchedly attended schools having been closed. Hence the number of registered scholars, it will be found, has not fallen, but is rather higher than before, viz., 52,917 instead of 51,753, and the average daily attendance has been 44,724 in lieu of 41,906. The aggregate is composed of 26,514 Hindoos, 20,996 Mahomedans, and 5,407 Sikhs and others. There are 46,135 reading Urdu, 16,704 Persian, and 6,726 Hindee; besides 409, who are acquiring the elements of English. The amount collected in fees increases but slowly, being Rupees 4,082 only in 1864-65 to Rupees 3,998 in the previous year. The annual cost of education per head is only Rupees 3/14/2; of which but 0/1/9 falls upon Government.

General Progress.

51. Bearing in mind the remarks made in para. 43 of my last Report for 1863-64, as to the best and worst parts of the Punjab for these, and, in fact, for all kinds of schools, I think I may fairly say that the Annual Reports of Educational and Civil Officers decidedly give the impression that the tone of primary education is everywhere gradually improving, and that its influence is certainly extending. The promotion of 16 of these schools to the town grade is one evident symptom that their standard of education is rising; and, considering the removal of so many of the best schools in this way, and the large influx of new scholars, it is not surprising that the percentage of boys in the higher classes has slightly declined as shewn in the following table compiled from very voluminous returns with as much care as circumstances well permit :—

Percentage of scholars at close of	VILLAGE SCHOOL CLASSES.							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1863-64, ...	0	0	0·6	2 5	7 9	16·	23·	50·
1864-65, ...	0	0	0 7	2 1	6 3	16·4	20 2	51·3

52. Mr. Beckett, the Officiating Inspector of the Frontier Circle, having suggested the expediency of publishing two or three simple Urdu books, with translations or annotations in Pushtoo, for the use of his schools among the border tribes, I have requested him to begin by setting his Deputy Inspector, and any other good native Pushtoo scholars that he may select, on the preparation of a Diglott Primer and Vocabulary, the latter to be in verse after the manner of the Khálik Bárí, which is so popular among boys who are beginning Persian.

Preparation of a Diglott Primer and Vocabulary in Pushtoo and Urdu for Frontier Schools.

53. The returns received from districts state that 1,210 vernacular school-houses were standing in good or fair condition at the beginning of the year under review, and that 109 more were erected during that year at a cost of Rs. 18,097/14/3. The repairs of existing buildings, it must be remembered, form another heavy charge, exclusive of the foregoing, on the Educational Cess Fund.

Vernacular school-houses.

(D.) Government Female Schools.

54. Of these the number has risen from 204 to 272, the chief increase of 37 being in the Lahore Circle, while 15 and 14 have been added in the Umballa and Rawul Pindee Circle, and even four have been now opened on the Frontier, where none previously existed. The number of girls has advanced in like manner from 3,993 to 5,530, and the average daily attendance from 3,058 to 4,260. The vast majority of the girls in these Government Schools are drawn from the Mahomedan population, there being 4,510 of them to 981 Hindoos, and 39 of other sects. By an accident the proportion of Hindoo and Mahomedan girls in this class of schools was inverted in para. 58 of my printed Report for 1863-64. In the Jullundur District, where the Female Schools are well supervised, and have made astonishing progress, there are 151 girls learning English ; but there are besides no less than 3,481 studying Urdu, 1,055 have advanced to the reading of Persian, and 979 prefer Hindi in the Nagri character. The annual cost of education per head is Rupees 4/7/3, the whole of which falls upon the Educational Cess Fund, the Government quota being a mere fraction, only 10 pies.

General Statistics, &c.

55. I have nothing to add to the remarks I made last year on this subject, except that, under constant encouragement given by the Hon'ble the late Lieutenant Governor, the movement in favor of female education has greatly extended in popularity and influence among all classes of the native community. To such an extent has it been carried by the enthusiastic Deputy Commissioner, late of Jullundur, Major Elphinstone, that there are positively 15 *more Government Schools for girls than for boys in that district,* exclusive of some 50 or 60 Female Schools for Hindoos, for which a grant-in-aid has recently been made. One of the last acts of Sir R. Montgomery's rule was to confer rewards and certificates, with copies of Sir Charles Wood's Despatch, commending the initiation of the movement on a large body of native gentlemen in almost every district, who had been foremost in the furtherance of female education.

General Progress.

(E.) Government Jail Schools.

56. There are now 21 instead of 23 of these schools, the ones at Loodianah and Kohat having apparently been abolished. The number of prisoners under instruction has fallen from 6,106 to 4,460, while the average daily attendance has been 3,882. Of these 154 are returned as learning English chiefly ; at Jhelum (110), and Rohtuck (42). I cannot understand how English

General Statistics, &c.

has been so largely introduced at these Jail Schools; for as I mentioned in para. 61 of my last Report for 1863-64, I understood the Inspector General of Prisons to have prohibited its study every where, except at the Lahore Central Jail, and there it was only to be allowed to a small extent. The majority of the prisoners under instruction, though scarcely half as large a proportion as before, are returned as Mahomedans, there being 2,833 of them to 1,246 Hindoos, and 381 of other sects. Urdu is the language most extensively taught of course, there being 3,999 studying that, while 105 are said to be reading Persian, and 358 Hindi.

General Progress.

57. The Jail Schools have been visited and examined, as often as it could be conveniently managed, by the Inspectors and Deputy Inspectors of this Department, and Deputy Commissioners have been recommended to send their Chief School Mohurrirs for the same purpose every now and then. But the suggestion almost invariably made on such occasions is to employ more and better paid teachers. With the annual cost of education per head at 0/10/1, it cannot be expected that any appreciable results will be obtained. The Hon'ble the late Lieutenant Governor sanctioned some small grants for books and school materials out of the savings of the Imperial Educational Budget last year; but otherwise the cost of jail education is provided for by the Jail Authorities. Some Deputy Commissioners have proposed supplying paid teachers out of the Educational Cess Fund, and against this I have always strongly protested as a totally illegitimate application of money levied from the agricultural population for the education of their own children. If Government is willing to incur the expense, provision can, of course, be made in the Imperial Educational Budget for the necessary charges.

SECTION V.

PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

General Statistics, &c.

58. The prescribed statement of attendance, &c., is as follows :—

DESCRIPTION OF INSTITUTIONS.	No. of institutions.	No. on the rolls during 1864-65.	Average daily attendance during 1864-65.	Grants-in-aid given by Government.	Expenditure from all sources, other than grants-in-aid given by Government.
Colleges, ...	2	16	12	1,259	1,922
Schools of Higher Class, ...	17	4,063	3,207	66,766	37,854
Ditto Middle ditto, ...	52	1,153	936	12,384	14,102
Ditto Lower ditto, ...	1	21	8	60	60
Female Schools, ...	411	9,713	8,002	21,251	14,977
Normal ditto, ...	*1	23	23	825	540
TOTAL, ...	484	14,989	12,188	1,02,545	69,455

* For females only.

Private Colleges at Lahore and Delhi.

59. Of the two aided Colleges one is at Lahore, in connection with the American Presbyterian Mission School under the Revd. C. Forman. The other was at Delhi, in connection with the S. P. G. Mission School (called St. Stephen's College) under the Revd. R. Winter; but as explained in

para. 25 the College Department of this institution has been abolished, and the students transferred to the Delhi Government College from 1st January 1865. The former is flourishing, and contains the 16 matriculated students shewn in the above Tabular Abstract, who are, like those in the Government Colleges, divided into two classes of about equal size, one comprising those who matriculated in December 1863, and are now in the 2nd year of their College course, preparing for the 1st arts examination of December 1865; and the other embracing those who matriculated in December 1864, and are now, therefore, only in the first year of their College course. As the American Presbyterian Mission has been long established in the Punjab, and several of the largest stations are occupied solely by their schools, there is every prospect of their College Department at Lahore being supplied with a sufficient number of matriculated students to maintain it on a wide and useful footing.

Private College at Umritsur.

60. I also understand that the Revd. F. Wathen, Manager of the Church Misssion School at Umritsur, has formed a College Department of his three students, who passed the Entrance Examination of last December, and is thinking of maintaining it permanently; but I have no official cognizance of the matter, as no application for a grant-in-aid of that College Department has yet reached me. But, as it is probable, that a portion of the grant given to the school is virtually applied to the maintenance of the College Department in connection with it, and in that case the College should be duly included in my returns; special enquiries will be made on the point.

Increase of grants to Aided Schools.

61. Besides small special grants, and large ones of a variable amount to institutions like the Bishop's Public School at Jutogh, and the Lahore High School for buildings, scholarships, &c., the regular monthly grants-in-aid to private institutions have been largely augmented from Rupees 3,692 to Rupees 6,291; by the reduction or abolition of six, and the bestowal of 50 new, or additional grants, as shewn in the subjoined statement :—

Memo. of new grants-in-aid sanctioned, and old ones increased, decreased, or abolished during 1864-65.

Grants-in-aid on 1st April, 1864, ...	3,691/8/0
Ditto 1st April, 1865, ...	6,291/0/0
Increase, ...	2,599/8/0

1	Lahore Mission School, from 375 to 455, ...	80	...	...
2	Ditto ditto Adult English School, from 25 to 30, ...	5	...	...
3	Ditto ditto Branch Schools, ...	110	...	...
4	Ditto ditto Christian Girls' School, ...	35	...	...
5	Delhi St. Stephen's College, 250 to 300, ...	50	...	...
6	Delhi Mission Female Normal School, 50 to 75, ...	25	...	...
7	Rawul Pindee Mission School, 130 to 172, ...	42	...	...
8	Ditto ... ... ditto Female School, ...	8	...	...
9	Jullundur Mission School, 150 to 200, ...	50	...	...
10	Amballa City Mission School, 100 to 125, ...	25	...	...
11	Ditto Cantonment ditto, 50 to 100, ...	50	...	...
12	Jhelum Revd. Toussaint's School, 100 to 150, ...	50	...	...
13	Narowal Mission School, 30 to 80, ...	50	...	...
14	Jundialla ditto, 15 to 40, ...	25	...	...
15	Jullundur Mission School Scholarships, ...	12	...	...
16	Jugadhree Adult English School, ...	12	...	...
17	Ferozepoor Cantonment Anglo-Vernacular School, ...	45	...	...
18	Kangra District, Bohutta Vernacular School,*	7	8	...
19	Loodiana City Vernacular School,*	15	...	...
20	Goojranwalla District Female Schools, ...	35	...	...
21	Ferozepoor ... ... ditto, ...	25	...	...
22	Mooltan ... ... ditto, ...	70	...	...

23	Lahore City Female Schools,...	474	..	..
24	Ditto Female Normal School,	50	...	...
25	Umritsur City Female Schools,	630	...	...
26	Ditto Female Normal School,	50	.	...
27	Jullundur District Hindoo Female Schools,	120	.	...
28	Bunnoo ditto Female Schools,	20	..	...
29	Bedee Khem Singh's ditto,	256	.	...

ELEMENTARY ENGLISH SCHOOLS.

	District.	School.			
30	Goojranwalla,	Botala, from 15 to 25,	10	..	...
31	Ditto,	Ram Nagar, „ 15 to 20,	5	..	...
32	Googaira,	Googaira, „ 20 to 22,	2	.	..
33	Goorgaon,	Noh, „ 15 to 20,	5	..	..
34	Amballa,	Roopur, „ 16 to 25,	9	..	...
35	Ditto,	Boorya,	30	.	..
36	Hissar,	Hissar,	20	..	...
37	Ditto,	Hansi,	33	..	...
38	Rohtuck,	Bahadurgurh,*	15	..	..
39	Kurnal,	Paniput,	20	.	...
40	Jullundur,	Nawashahar,	15	.	...
41	Ditto,	Bungah,	15	.	..
42	Goordaspore,	Dera Baba Nanuk,	15	..	...
43	Ditto,	Madhopoor,	20	.	...
44	Ditto,	Sree Gobindpoor,	15	..	..
45	Lahore,	Baghbanpoor,*	10		...
46	Amritsur,	Raja Sansi,	15	..	...
47	Kangra,	Subiana,*	17	.	...
48	Ditto,	Para,*	17	.	..
49	Shahpoor,	Shahpoor,	25	.	..
50	Jhung,	Shere Kote,	15	.	..
		Total Rupees,	2,754	8	...

REDUCTIONS.

1	Regimental School, 4th Goorkhas, Peshawur,	50	...	..
2	Delhi Adult English School,	40	...	...
3	Hissar District, Bhewani Elementary English School,	20	...	...
4	Kangra Adult English School,	15	...	...
5	Goordaspoor, Goordaspoor Elementary English School,	15	.	..
6	Goojranwalla, Mogul Chuk ditto,	15	...	..
	Total Rupees,	155	...	..
	Balance Rupees,	2,599	8	..

Note.—Schools marked * have drawn no grants-in-aid for 1864-65, though they have been sanctioned in that year. Hence they will not be found entered in Table No. VI. of the Appendix.

Total expenditure, &c.

62. The total amount spent on grants-in-aid during 1864-65 has not, however, been so large, in comparison with the similar expenditure of the previous year, as would be expected from the above statement, owing to several of those newly sanctioned having come into operation late in the year. The total Government outlay on grants-in-aid has only increased from 92,256 to Rupees 1,02,545, a considerable sum still out of the aggregate expenditure from Imperial Revenue, viz., Rupees 4,14,759; but the expenditure from private sources has more than proportionally increased as well, from Rupees 47,440 to Rupees 69,455.

Revision of grant-in-aid Rules.

63. The question of revised grant-in-aid Rules, mentioned in para. 46 of my last Annual Report, is still under the consideration of the Government of India. The Committee's main proposals having been negatived by His Excellency the Viceroy in Council, the Rules, as lately sanctioned for the

North-West Provinces, have been adopted with some few but important alterations, and submitted for sanction.

(A.) Private Schools of the Higher Class.

General Statistics, &c.

64. The number of these schools continues unchanged at 17, one having broken up, viz., the Adult English School at Delhi, on account of the Native Government Officials, who formed the mass of the students, having become very lax in attendance; but another, the Normal School, which now teaches English as well as the vernacular, and has made much progress of late, having been promoted to this grade. The total number of scholars on the rolls has risen from 2,983 to 4,063, and the average daily attendance from 2,314 to 3,207. The increase arises, as in the case of Zilla Schools, from the judicious use of the branch school system. This system has been most fully developed by the Revd. C. Forman in connection with his excellent Mission School and College at Lahore; and the consequence is that the number of his scholars has jumped during the year from 525, to 1,308. I would strongly recommend the Managers of other large schools to adopt this system as far as the circumstances of their respective localities will permit. I would also urge them to pay special attention to the regular and stringent levy of fees. There are 2,643 Hindoo scholars to 1,109 Mahomedans; while of 311 of other sects, 167 are children of European parentage. The number learning English has increased from 2,538 to 3,355; while those reading Urdu amount to 2,412; Persian to 1,880, and Hindee to only 183. It is useless, as I said last year, to refer to the cost of education and amount of fees collected in these schools, as the financial status of several differs greatly from the rest. For further details I invite a reference to the Tabular Statement, No. V., and the extracts from Inspectors' Reports given in the Appendix.

General Progress.

65. Successful candidates to the last Calcutta University Entrance Examination, as already shewn in para. 20, were sent up by four of these schools. That at Umritsur, as I anticipated in para. 48 of my last Report for 1863-64, was among those four; the other three being the same schools that matriculated scholars last year. Loodhiana will most probably be added to the list next year, and perhaps some others, as the standard of education is decidedly advancing amongst them, especially where the Managers being English or American Clergymen of good University standing, are not contented with mere nominal supervision, but take a pride and a pleasure in personally teaching their senior classes, and devote as many hours as they can possibly spare to that important duty.

(B.) Private Schools of the Middle Class.

General Statistics, &c.

66. The number of these Schools has increased from 45 to 52, of which 40, instead of 33, are Elementary English Schools connected with Government vernacular ones, and supported on the grant-in-aid principle. The amount raised by local subscriptions from native residents for the maintenance of these 40 schools has increased from Rupees 4,713 to Rupees 7,660. The total number of registered scholars at the whole 25 schools is 1,153, and the average daily attendance 936. Among these are 754 Hindoos, 317 Mahomedans, and 82 of other sects. There are 537 learning English, 481 Urdu, 267 Persian, and 222 Hindee.

General Progress.

67. These Middle Class private institutions are, as a rule, doing useful work, and in many of them decided progress is visible. I have already mentioned that the one at Narowal has been promoted from this to the higher grade. Of the Elementary English School, the Inspectors of the Um-

balla and Lahore Circles speake in very favorable terms, and I am fully convinced that they are well fulfilling the humble duties expected of them. The Inspector of the Rawul Pindee Circle, I am afraid, has expected too much from his schools of this class, and is consequently somewhat disappointed with their status. I entered at some length into this subject in paras. 74-5 of my last Report for 1863-64, and shall, therefore, add nothing more at present.

(C.) Private Schools of the Lower Class, (including Indigenous Village Schools.)

General Statistics and Progress.

68. There is only one small school left of this class for boys, and as I explained in para. 53 of my last Report for 1863-64, I do not consider the collection of statistics from purely indigenous schools worth the trouble and expense it would entail, nor do I think that, when obtained, any satisfactory reliance can be placed on them. But such schools are visited and encouraged from time to time by the Educational and Civil Officers of various grades; and many of the best have been amalgamated as branches with the Superior Government and Aided Schools in their neighbourhood. Special provision, too, has been made for grants to this class of schools under the simplest possible mode of examination and distribution in the draft of revised grant-in-aid Rules submitted to the Supreme Government.

(D.) Private Female Schools.

General Statistics and Progress.

69. There are nine ordinary aided schools of this class, eight of which are connected with the Mission, the other one being the school for girls of European parentage at Anarkullee, Lahore. But the whole number is enlarged to no less than 411 by the numerous girls' schools in receipt of grants-in-aid, which are managed by Native Local Committees, or started by Baba Khem Singh after the manner of those described in paras. 54-6 of my last Report. I have nothing further to add regarding them now, except that, as far as I can learn, their standard of education is gradually rising, though it cannot of course keep pace with the enormous increase of attendance. For, in lieu of 4,067 girls, there are now 9,713 at this class of schools, and the average daily attendance throughout the year has been 8,002. Of these 6,076 are Hindoos, 2,488 Mahomedans, and 1,149 Sikhs and others. There are 102 learning English, 2,012 Persian, 1,627 Urdu, and 6,021 Hindi and Goormookhee.

(A.) Government Normal Schools.

Institutions for Special or Professional Education.

Delhi Normal School.

70. The Delhi Normal School, which is the only one for the Umballa Circle, has continued to work well throughout the year in close connection with the large Zilla School of that city and its branches. The only alteration made has been the absorption of the model school into the main Zilla School, as the expense of providing for separate English tuition in it could not be met, and the advantages to the Normal School, which were expected from its separate existence, are almost equally well gained from its amalgamation, as above stated, with the Zilla School.

Lahore Normal School.

71. The long-contemplated amalgamation of the Mooltan and Jullundhur Normal Schools, with the large one at Lahore, was carried out from January 1865. The Educational Staff of the latter has thus been much strengthened, and all the more advanced students are now sent to be trained at Lahore. Small elementary ones only are now retained at Mooltan, and at Hooshiyarpore, instead of Jullundur,

Rawul Pindee Normal School.

72. After the site for the new Normal School house of the Rawul Pindee Circle had with much difficulty been obtained at Goojerat in immediate proximity to the Zilla School, and the foundations had been laid, as well as materials collected on the spot for the speedy completion of the work, orders were received from the Hon'ble the present Lieutenant Governor for its suspension until the question of the line of Railway from Lahore to Rawul Pindee or Peshawur is definitively settled. As the great object of fixing the Normal School at Goojerat was to place it in immediate connexion with the large Zilla School there, and the latter cannot be moved with advantage till the town becomes deserted for some more eligible site on a Railway, which is at present quite *in nubibus*, and, even if ever undertaken, can scarcely be finished under 10 years at the ordinary rate of Indian Railway construction, it may be fairly presumed that another quarter, if not half a century must elapse before there would be the slightest necessity for moving the Normal School from Goojerat after it had once established there. It is a great pity, therefore, in my opinion, that the erection of the Normal School house at Goojerat has been indefinitely postponed; for no improvement can be effected so long as the school remains in its present miserable quarters in the Cantonment Bazar of Rawul Pindee. Nor will matters be much mended, at any rate for a long term of years, if it be planted at some Railway Station, where, so far from a large Zilla School existing, all the cantonments of a town have to be got together, and from the proposed line of this Railway passing 25 or 30 miles westward of Goojerat, it does not seem possible to select any thing but such a station.

The two small Normal Schools of the Frontier Circle at Peshawur and Dera Ismail Khan remain as before.

General Statistics, &c.

73. The number of Government Normal Schools there continues at seven, and the number of students at the close of the year amounts to 322; the average daily attendance having been 297. The proportion of Hindoos to Mahomedans goes on rising as it should do, being 111 to 195, and 16 of other sects. All learn Urdu, and the great majority, no less than 285, Persian as well—eight are reading Arabic, and 23 Hindee. The annual cost of education continues as before at Rupees 115; but the Government quota is rather lower than formerly, being only Rupees 47/12/9. The fees from non-stipendiary students only amounted to Rupees 75 during the year.

General Progress, &c.

74. The period of instruction at Normal Schools having been extended, with a view to the introduction of a higher course of training for those students who have already passed through an elementary course, the number who have obtained certificates during the past year is lower than usual as will be seen from the following table :—

CIRCLE OF INSPECTION.	No. of Normal students who have gained certificates						
	As town school teachers.			*As village school teachers.*			
	1st grade.	2nd ditto.	3rd ditto.	1st grade.	2nd ditto.	3rd ditto.	Total.
Amballa, ...	1	4	10	27	27	19	88
Lahore, ...	...	8	8	8	13	28	65
Rawul Pindee, ...	...	...	...	4	7	6	17
Frontier, ...	...	1	1	...	3	4	9
Total, ...	1	13	19	39	50	57	179

I also give a Statement, as usual, in the Appendix, from which it will be seen that out of 1,997 teachers now employed in Vernacular Schools, 1,161 hold certificates, viz., 332 of the town, and 829 of the Village School grades. There are 178 now under instruction, and 427 who have still to be sent to a training institution.

(*B.*) PRIVATE NORMAL SCHOOLS.

General Statistics, &c.

75. The single institution, belonging to the S. P. G. Mission at Delhi, returned under this head, and referred to in para. 57 of my last Report, has now been rather more than a year in existence, and I am happy to say, after personal examination of the female students, that scholastic progress is decidedly visible among them, and there seems every prospect of some few being fitted for the post of Elementary Teachers before long.

The native Committee for promoting female education in the cities of Lahore and Umritsur have also recently set on foot a Female Normal School in each city, both of which are supported by a donation of Rupees 100 per mensem from the Raja of Kappoorthulla, supplemented by an equivalent Government grant.

SECTION VII.

SCHOLARSHIPS.

College Scholarships.

76. I entered fully into this subject in paras. 68-9 of my last Report. It will suffice to note here that 346 Rupees per mensem are given away in scholarships at present at the Government Colleges, viz., Rupees 123 at Lahore, and Rupees 223 at Delhi. But only 100 Rupees per mensem are sanctioned as yet for expenditure on this item in each College, which, though enough in the 1st year, is totally inadequate for the expenses of a 2nd, when double the number of scholars have to be provided for. The balance is temporarily paid from local sources, and retrenchments in other quarters; but I have applied for an additional sum of 100 Rupees per mensem for each College every year until the fourth of their existence when the classes will be complete, and any additional outlay in this respect, it is hoped, will not be needed.

At Lahore.

77. In the 2nd year class of the Lahore College there are four students, as I mentioned in my last Report, who receive no scholarships. These men have distinguished themselves considerably at the half-yearly examinations. I regret I cannot speak so favorably of the other three, who are scholarshipholders. I could not, therefore. raise their stipends from 16 to 20 Rupees per mensem from 1st January, 1865, as I had intended. I have only allowed them 17 Rupees per mensem from that date, and it will depend on the results of the next half-yearly examination in July 1865 whether any increase is then given them. In the 1st year College class at Lahore are nine students, all of whom matriculated in the 2nd division; three are sons of native gentlemen of independent means, and draw no stipends from Government; while the other six receive scholarships of 12 Rupees per mensem each. This I found to be the lowest figure at which the scholarships, during the 1st year of College residence, could be fixed.

At Delhi.

78. At Delhi the whole seven students of the 2nd year class receive scholarships. Four of these, who draw stipends varying from 28/ to 24/, particularly distinguished themselves at the half-yearly exa-

minations. Three of their number resigned junior masterships, or other appointments about the Zilla School of considerably higher value than their scholarships, on purpose to be able to devote their whole time to their College studies. Hence the rates of stipends allotted to them are rather high. It is only on condition, though of continued diligence and good behaviour, that they will be allowed to remain in enjoyment of these high scholarships. Of the other three students two receive 18 Rupees per mensem, and one 16/. In the 1st year College class, at Delhi, there are nine students, two of whom hold small appointments in the College and Zilla School, and require no stipends from Government. Out of the seven scholarshipholders one matriculated in the 1st division; a stipend of 15 Rupees per mensem has, therefore, been granted to him, while only 10 Rupees per mensem has been allowed to each of the rest.

Difficulty of retaining College students.

79. It is with no little difficulty, however, that students can be retained at the Colleges by the above inducements; and I fear we shall be obliged to part with the greater number of the 2nd year classes after the 1st arts examination of December 1865. Besides those of independent means, I scarcely expect more than two or three to be induced to remain and study for their B. A. degree; and it will be impossible to provide stipends even for these unless my application for additional funds for College scholarships, meets with favorable consideration at an early date.

Scholarships for Government Zilla Schools.

80. The amounts distributed in scholarships at Zilla Schools have been increased from Rupees 395/8 to Rupees 518; and their number from 187 to 236 as shewn in subjoined Tabular Statement; but the extra cost is defrayed from local sources, and no additional charge falls upon the Imperial Revenue on their account:—

Statement of the distribution of scholarships at Zilla Schools for 1864-65.

NAMES OF SCHOOLS.	Number of scholarships.	Highest amount of any scholarship.	Lowest amount of any scholarship.	Aggregate value of the whole of the scholarships per mensem.
Delhi,	17	4	2	50
Rewaree,	8	5	2	30
Simla,	9	5	1	20
Jugadree,	11	3	1	21
Kurnal,	9	5	1	20
Rohtuck,	9	5	2	30
Bhewanee,	11	2 8	1	20
Jhujjur,	10	3 8	.. 8	18
Lahore,	34	6	2	128
Umritsur,	13	5	1	34
Hooshiyarpoor,	10	2	... 8	11
Mooltan,	11	4	... 8	20 8
Buttala,	11	1 8	.. 8	11 8
Ferozepore,	11	2	.. 8	13
Rahoon,	12	1	.. 8	10
Goojrat,	11	6	1	23
Goojranwalla,	6	4	1	10
Sealkote,	5	2	.. 8	5 8
Bhera,	9	3	.. 8	10 8
Jhung,	9	4	1	15
Dera Ghazi Khan,	8	3	1	14
Abbottabad,	2	2	1	3
TOTAL,	236	..	..	518

The only alteration I have made in the former plan of awarding these scholarships is to reduce, or entirely abolish, those formerly given to boys attending Zilla Schools in the immediate neighbourhood of their own homes. They are now reserved, as far as possible, for those boys who have made good progress in such schools, and are willing to proceed to other Zilla Schools of a higher grade, at a distance from their homes, for the purpose of completing their studies.

SECTION VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

Proposal for Elementary Entrance Examination of candidates for subordinate Government employ still under consideration.

81. I have nothing to add to the remarks made on this subject in paras. 70-2 of my last Report for 1863-64, beyond expressing my regret that my proposal for the elementary examination of candidates for subordinate Government employ has not yet led to any practical result. The opinions of Civil Officers of various grades have been taken on it, and are generally favorable. But other extraneous questions have unfortunately become mixed up with it during this process, such as the further encouragement of the study of Persian, and the determination of different standards and tests for all the various grades of Government employment, in the Civil Departments, below that of Extra Assistant Commissioner. At present the subject is under the consideration of a Committee.

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

Rapid extension of English education.

82. The following table shews the immense extension of English education throughout the Punjab during the last five years :—

STUDENTS OF ENGLISH AT	At the close of				
	1860-61	1861-62	1862-63	1863-64	1864-65
Government Colleges, ...	...	...	...	7	31
Ditto Zillah Schools, ...	1,594	2,016	2,516	4,398	5,665
Ditto Female ditto, ...	...	...	...	53	162
Ditto Jail ditto, ...	...	...	...	31	164
Private Aided Colleges, ...	...	...	...	...	16
Ditto ditto Schools Higher Class, ...	1,570	1,974	2,420	2,538	3,355
Ditto ditto ditto Middle ditto, ...	...	...	...	...	1,745
Ditto ditto ditto Lower ditto, ...	...	449	898	1,332	...
Ditto ditto Female Schools, ...	...	...	...	...	102
Government Normal Schools, ...	...	...	...	...	39
Private Aided ditto ditto, ...	...	...	...	...	...
Total, ...	3,164	4,439	5,834	8,359	11,269

SECTION X.

BOOK DEPARTMENT.

Change of system in conducting the affairs of the Book Department.

83. From 1st May, 1864, the new system (explained in para. 78 of my last Report) of audit of monthly bills for the purchase of stock for commission on sales, and for transit charges, &c., and of payment into the Government Treasury of all sale proceeds of books, &c., came into operation, as also the supply of educational books at prime cost to all customers.

Purchase of Stock.

84. During 1864-65 the aggregate number of books brought in stock has been 1,19,013, which is 31,447 more than in the previous year; but their value has only amounted to Rupees 33,402, or Rupees 872 ess than in the previous year Of the above, 38,446 books, worth Rupees 20,511, were English, and 80,567, worth Rupees 12,891, were oriental.

Sales.

85. The reduction in the price of books for sale, along with the spread of education, has greatly accelerated the rate at which they are disposed of to purchasers, who are, as a rule, restricted to those connected with Government and aided schools. The subjoined table shews that 1,01,168, valued at Rupees 24,956, have been bonâ fide sold, of which Rupees 24,663 were paid into the Treasury during 1864-65. There has consequently been an excess of sales, in that year over the previous one, to the number of 45,669 books, and to the extent of 8,266 Rupees.

Sales during the year.

	Number.	Amount.
By District Educational Establishments, ...	46,567	9,365
„ Head Masters Zilla Schools, ...	34,085	8,378
„ ditto ditto Normal Schools, ...	4,642	1,233
At Central Book Depôt for cash, ...	15,874	5,980
Total, ...	1,01,168	24,956

86. Books, maps, &c., to the number of 3,677, and the value of Rupees 1,570 have in addition been supplied gratuitously for the use of Government Vernacular Schools; while the books given away in prizes have numbered 5,114, worth Rupees 3,114.

Government Educational Press and publication of Vernacular Government Gazette *called the* "Sirkári Akhbár."

87. A Government Educational Press for lithographing the *Sirkári Akhbár*, vernacular educational books, forms, and examination papers, is kept up as usual in connection with my office, and pays it own way. It costs Government nothing, either for establishment or material, being supervised by the Curator in charge of the Government Central Book Depôt at Lahore; and it executes work cheaper than any private Press there, and quite as neat. It has turned out, during 1864-65, as many as 70,876 vernacular books, worth 10,450/. From April 1864 the cost of the *Sirkári Akhbár*, Rupees 150, has been defrayed from the Imperial Revenues, instead of from Educational Cess Fund as before.

New School Books.

88. The principal new books compiled and published in this Department during 1864-65 have been—

Senasar-í-Zahúrí, Part II., with Urdu Commentary.
Tamiz-ul-lughát, a Treatise on Synonyms.
Jauhar-í-Akl, an Allegorical Tale in Urdu.
Inshá-i-Fársí, a Persian Letter-Writer.
Mufid-ut-tálíbín, an easy Reader in Persian.

Delay in publication of a new edition of the Urdu text-book on Indian History called Wákiát-i-Hind.

89. A second edition of the Wâkiât-i-Hind, the new History of India, mentioned in para. 82 of my last Report, was called for early in the year; but objections were raised by one or two persons to some passages in it as being offensive to Hindoos, and the matter was referred to the late Lieutenant Governor. Having received no orders for some months, and imagining that my refutation of the objections raised had been considered satisfactory, I proceeded with the publication of the second edition in the original form; for the work was in great demand, and the first edition quite exhausted. The Hon'ble the present Lieutenant Governor, however, took up the subject again in January last, and disapproved of the publication of the work, except in an altered form; but the exact alterations to be made have remained under consideration ever since. Until distinct orders are issued for the revision of the work, the publication of the new edition remains in suspense, and a great number of schools must continue unprovided with an Urdu text-book of Indian History to the manifest detriment of popular education.

CONCLUDING OBSERVATIONS.

Military institutions connected with this Department.

90. The three institutions of a military character, mentioned in my last Report, para. 83 and postscript, remain connected with this Department, but are provided for in the Military Budget, as usual, viz., (1) Lawrence Military Asylum at Sunawur; (2) Bengal Military Normal School, (Female Department); at Kussowlee, (3) Roman Catholic Military Orphanage at Simla. A separate Annual Report of the, 1st is printed and published for general information. The Report of the 2nd for the last year has not yet reached me; but I trust it will arrive in time to enable me to publish my review of it, with the Government orders thereon, as usual, in the Appendix. In like manner the reports made during the past year on the 3rd institution, with the Government orders thereon, will be found in the Appendix.

Notice of active assistance received from officials and non-officials of all grades.

91. I refrain, for the reasons stated last year in paras. 84-5 of my Report for 1863-64, from mentioning the names of any of the Superior Civil Officers who have aided in the advancement of education during the year under review, because where all, with but few exceptions, have rendered willing and effective assistance, it would be invidious to specify any particular names. The list of native gentlemen, however, who have been specially noticed and recommended by the Civil and Educational Authorities for reward or honorable mention, grows longer and larger from year to year. As the amount available for rewards is very limited, and honorary certificates, if too lavishly bestowed, lose a great deal of their value, I have been reluctantly compelled to request the Inspectors to pare down their lists within reasonable limits, and rigidly exclude the names of all but those who have particularly distinguished themselves for a long time past in zealously promoting the cause of education.

List of native officials or non-officials recommended.

No.	NAME.	RANK OR DESIGNATION	DISTRICT.	TEHSEEL OR VILLAGE.
	AMBALLA CIRCLE.			
1	Mahboob Singh, ...	Dy. Inspector of Police,	Amballa, ...	Sadowra.
2	Sirdar Keewun Singh, ...	Jageerdar, ...	Ditto, ...	Maloa.
3	Radha Kishen, ...	Tehsildar, ...	Loodiana,... ...	Sumralla.
4	Sullamat Ali, ...	Ditto, ...	Ditto, ...	Jugraon.
5	Nehal Singh, ...	Lumberdar, ...	Ditto, ...	Budowal,
6	Mamoo Khan, ...	Ditto, ...	Ditto, ...	Hybowal.
7	Ranah Khan, ...	Ditto, ...	Ditto, ...	Mutewara.
8	Futteh Khan, ...	Ditto, ...	Ditto.	Ditto.
9	Huk Dad Khan, ...	Dy. Inspector of Police,	Kurnal, ...	Kythul.
10	Rai Pertab Singh, ...	Extra Assistant Commr.,	Rohtuck, ...	Jhujjur.
11	... ...	Tehsildar, ...	Ditto, ...	Ditto.
12	Usuf Khan,...	Resident, ...	Ditto, ...	Dadree.
13	Sekunder Khan, ...	Ditto, ...	Ditto, ...	Kanhow.
14	Qazi Muzhuruddin,...	Member L. C. P. I. ...	Goorgaon,... ...	Rewaree.
15	Ramruch Pal, ...	Naib Tehsildar, ...	Ditto, ...	Noh.
16	Abdool Rahman, ...	Police Sergeant, ...	Ditto, ...	Taoroo.
	LAHORE CIRCLE.			
17	Meean Hissamuddin, ...	Tehsildar, ...	Jullundur, ...	Nawashahar.
18	Peer Buksh, ...	Ditto,...	Ditto, ...	Nakodur.
19	Akbar Khan, ...	Ditto,...	Ditto, ...	Jullundur.
20	Gopal Dass, ...	Sowcar, ...	Ditto, ...	Rahoon.
21	Punhoo Mull, ...	Ditto,...	Ditto, ...	Ditto.
22	Thandoo Mull, ...	Ditto,...	Ditto, ...	Ditto.
23	Ameer Khan, ...	Rajpoot, ...	Ditto, ...	Ditto.
24	Jummyut Rai, ...	Naib Tehsildar,... ...	Ditto, ...	Jullundur.
25	Salig Ram, ...	Tehsildar, ...	Hooshiyarpore, ...	Hooshiyarpore.
26	Meean Oomuruddin, ...	Native gentleman, ...	Kangra, ...	Noorpore.
27	Radha Kishen, ...	Raees, ...	Ditto, ...	Ditto.
28	Sirdar Boodh Singh, ...	Jageerdar, ...	Umritsur,... ...	Dhund Kasel, Tehsil Turn Tarun.
29	Kadir Buksh, ...	Zaildar,...	Goordaspore, ...	Chujowal, Tehsil Shukurgurh.
30	Kadir Buksh, ...	Tehsildar, ...	Ditto, ...	Puthankote.
31	Sheikh Ranja, ...	Lumberdar, ...	Lahore, ...	Loolianee, Tehsil Kussoor.
32	Lena Singh,...	Naib Tehsildar, ...	Ditto, ...	Chooneean,
33	Luchmi Sahai, ...	Tehsildar, ...	Ditto, ...	Kussoor.
34	Burkut Ali, ...	Ditto,...	Ditto, ...	Lahore.
35	Taj-ud-deen, ...	Ditto,...	Ditto, ...	Chooneean.
36	Khair-ud-deen, ...	Resident, ...	Ditto, ...	Kussoor.
37	Sheikh Shahabudin,...	Ditto,...	Ditto, ...	Ditto.
38	Dulput, ...	Ditto,...	Ditto, ...	Ditto.
39	Maharaj, ...	Ditto,...	Ditto, ...	Ditto.
40	Goolab Singh, ...	Ditto,...	Ditto, ...	Ditto.
41	Roopa Shah, ...	Ditto, ...	Ditto, ...	Ditto.
42	Meean Yusuf, ...	Ditto,...	Ditto, ...	Ditto.
43	Mahomed Buksh, ...	Ditto,...	Ditto, ...	Ditto.
44	Peer Buksh, ...	Ditto,...	Ditto, ...	Ditto.
45	Osman, ...	Ditto,...	Ditto, ...	Ditto.
46	Bugga Mull, ...	Ditto,...	Ditto, ...	Ditto.
47	Doonee Chund, ...	Putwaree, ...	Ferozepore, ...	Baddowal, Tehsil Zeera.
48	Sungut Singh, ...	Lumberdar, ...	Ditto, ...	Dhurmkote, ditto.
49	Golam Hosein, ...	Naib Tehsildar,	Ditto, ...	Zeera.
50	Mahomed Hyat Khan, ...	Tehsildar, ...	Ditto, ...	Ferozepoor.
51	Buldeo Dass, ...	Sowcar,...	Ditto, ...	Ditto.
52	Teloo Mull, ...	Ditto,...	Ditto, ...	Ditto.
53	Dass Mull, ...	Ditto,...	Ditto, ...	Ditto.
54	Khuda Buksh, ...	Hd. Asst. E. Comt. Office,	Ditto, ...	Ditto.
55	Rugho Nath Dass, ...	Banker,...	Ditto, ...	Ditto.
56	Deoki Nundun, ...	Contractor, ...	Ditto, ...	Ditto.

No.	NAME.	RANK OR DESIGNATION	DISTRICT.	TEHSEEL OR VILLAGE.
	RAWUL PINDEE CIRCLE.			
57	Mahomed Ismail Khan, ...	Tehsildar, ...	Goojerat, ...	Goojerat.
58	Nizamuddin, ...	Ditto,...	Ditto, ...	Phalian.
59	Pundit Doorga Persha d, ...	Ditto,...	Ditto, ...	Khurian.
60	Hadi Hosein Khan, ...	E. A. Commissioner, ...	Ditto, ...	Ditto.
61	Kurm Hosein, ...	Tehsildar, ...	Sealkote, ...	Sealkote.
62	Nazar Ali, ...	Ditto,...	Ditto, ...	Pusroor.
63	Gobind Sahai, ...	Ditto,...	Ditto, ...	Zuffurwal.
64	Luchmun Dass, ...	Ditto, ...	Ditto, ...	Duska.
65	Sheikh Morad Ali, ...	Ditto,...	Goojranwalla, ...	Wuzeerabad.
66	Abdoolla, ...	Ditto,...	Ditto, ...	Hafizabad.
67	Meer Irshad Ali, ...	Ditto,...	Ditto, ...	Goojranwalla.
68	Sheikh Fuzl Hosein, ...	Ditto,...	Jhung, ...	Chaniote.
69	Lalla Dhurum Dass, ...	Ditto, ...	Ditto, ...	Jhung.
70	Lalla Ram Sahai, ...	Ditto, ...	Shahpoor,... ...	Khoshab.
71	Neaz Ali, ...	Naib ditto, ...	Ditto, ...	Shahpoor.
72	Sooltan Mahomed Khan, ...	Tehsildar, ...	Ditto, ...	Bhera.
73	Munshi Mehndi Khan, ...	Ditto, ...	Rawul Pindee, ...	Goojur Khan.
74	Meer Talib Ali, ...	Ditto, ...	Ditto, ...	Futteh Jang.
75	Moonshi Bunsi Dhur, ...	Ditto, ...	Ditto, ...	Attock.
76	Lala Ram Dass, ...	Naib ditto, ...	Ditto, ...	Kuhoota.
77	Gunput Rai, ...	Ditto, ...	Ditto, ...	Murree.
78	Meer Ahmed Khan, ...	Ditto,...	Ditto, ...	Pindi Gheb,
79	Pundit Jugut Narain, ...	Ditto, ...	Jhelum, ...	Jhelum
80	Meer Irshad Ali.	Ditto,...	Ditto, ...	Chakowal.
81	Moonshi Golab Rai,...	Ditto,...	Ditto, ...	P Dadun Khan.
82	Pundit Deena Nath, ...	Ditto,...	Ditto, ...	Tala Gunj.
83	Rahimuddin, ...	Ditto, ...	Jhung, ...	Shore Kote.
84	Ameen Chund, ...	E. A. Commissioner, ...	Sealkote, ...	Sealkote.
	FRONTIER CIRCLE.			
85	Noor Mahomed Khan, ...	Tehsildar, ...	Dera Ghazee Khan.	Rajunpoor.
86	Fuzl Deen, ...	Ditto,...	Ditto, ...	Dajul.
87	Emam Buksh Khan, ...	Muzaree Chief, ...	Ditto, ...	Rojhan.
88	Jamal Khan, ...	Lugharee ditto, ...	Ditto, ...	Chotee.
89	Shah Nawaz Khan,...	Nawab,...	Dera Ismael Khan,	Tank.
90	Surfraz Khan, ...	Ditto,...	Ditto, ...	Dera I Khan.
91	Foujdar Khan, ...	Ditto,...	Ditto, ...	Ditto.
92	Golam Suwur Khan, ...	Rees, ...	Ditto, ...	Ditto.
93	Hafiz Samund Khan, ...	Ditto,...	Ditto, ...	Ditto.
94	Hosein Buksh Koreshi, ...	Ditto,...	Ditto, ...	Bukkur.
95	Doulat Rai, ...	Dewan, Pensioner, ...	Ditto, ...	Dera I. Khan.
96	Tahul Ram,...	Sahookar, ...	Ditto, ...	Ditto.
97	Pundit Radha Kishen, ...	Tehsildar, ...	Ditto, ...	Leia
98	Sirdad Khan, ...	Mullik, ...	Bunnoo, ...	Ghoreewal.
99	Khan Meer Khan, ...	Ditto,...	Ditto, ...	Bego Khel-Murwut.
100	Poordil Khan, ...	Ditto,...	Ditto, ...	Ditto.
101	Baz Khan, ...	Ditto,...	Ditto, ...	Shahab Khel.
102	Dost Mohomed Khan, ...	Ditto,...	Ditto, ...	Ditto.
103	Hukum Khan, ...	Ditto,...	Ditto, ...	Sikunder Khel Lukkee.
104	Raja Ram, ...	Tehsildar, ...	Peshawur, ...	Peshawur.
105	Meer Akbur Shah, ...	Daroga of Jail, ...	Peshawur, ...	Ditto.
106	Sobha Ram,...	Ditto,...	Dera Ismael Khan,	Dera I. Khan.

Notice of Office Establishment.

92. The Principal Assistants in my Office, viz., Baboo Shama Churn Bose, Head Clerk; Baboo Chunder Nath Mitter, Curator; and Baboo Ramjus, the 2nd Clerk, have continued to work admirably, and give me entire satisfaction. An opportunity having occurred for revising my Office Establishment, I propose doing away with one of the junior Clerks, and applying the saving to the augmentation of the salaries of the Head and 2nd Clerk, who are eminently deserving of such a reward for their past and present excellent services.

A. R. FULLER,

Director of Public Instruction, Punjab.

APPENDIX.

Extracts from the Reports of Principals of Colleges and Inspectors of Schools.

LAHORE COLLEGE.

PRINCIPAL, MR. G. W. LEITNER, M. A., PH. D.

QUARTERLY REPORT.—"On the 12th of November last I arrived at Lahore. On the 15th of the same month I visited the College and Zilla School in conjunction with yourself, and found that all the school classes met in one large hall.

"After referring to you I separated the College from the school, and succeeded in finding, for the students of the former, two rooms in another part of the present temporary school building.

"The system of education, which I found in full activity in the College and the highest class of the school, was a more or less close approximation to the one pursued in the Presidency College of Calcutta.

"Being of opinion that an exclusive study of the text-books, prescribed by the Calcutta University in English language, literature and history, and in moral sciences, would yield a fragmentary knowledge only of these subjects, besides failing in being a discipline to the minds of the students, I, after consulting with you, introduced a series of lectures on the subjects rather than on the text-books of all of their studies (with the exception of the subject of mathematics).

"The lectures dealt with—"The History of Philosophy;" "Logic;" "The Definitions of Abstract Terms;" "The Rules of Composition;" "The Law of Language;" "The History of the English Language and Literature" (illustrated by critical readings of select passages), and with "Arabic Grammar."

"In every one of these lectures care was taken to make continual reference to oriental terms and ideas, and to render the instruction in general subjects of practical utility towards the object which our students have in view. If I ever had any misgivings as to the success of the operation of a new system of education, I have been completely reassured (1) by the progress which our College men have made in their studies, and (2) by your Circular of the 9th of January last, which prescribes it as a part of the curriculum of 1865.

"The conduct, progress and attendance of the College students has, on the whole, been very satisfactory. I am afraid, however, that occasional abuse is made of the facility with which they can obtain leave of absence for one or more days.

"Sanji Mal, one of the most regular in attendance of our students, has also been the one who has made the greatest progress in all his subjects, and especially in mathematics, in which he has taken the highest place as tested by the last Christmas examination."

"I have to express my best thanks for the liberality of Government, which, acting on your suggestion, has placed at the disposal of the "Lahore College Literary and Debating Society" the sum of one hundred Rupees. This Society, which meets out of College hours for the purpose of encouraging among its Members the practice of speaking and writing essays in English, has already been productive of much good. The Members, whose number is continually increasing, understand and warmly carry out its objects.

"Useful but beset with difficulties, and even liable to objections, would appear to be the introduction of athletic sports among our students. On sanitary, and, perhaps, on moral grounds, also, it might, however, appear desirable to make a tentative effort in that direction. Above all, the educational appliances of our College should be enlarged, especially in a "scientific" direction, when it is remembered how difficult it is to teach "language" in such a manner as will remove error and superstition, and not perpetuate a conflict of opinion, the instruction in any one of the "exact sciences" will, at once, be felt to be the great agency of civilization by which we can influence the rising generation of this country. It would, therefore, seem almost absolutely necessary to engage the services of a competent Lecturer on "Natural Sciences," who, in a popular manner, would discuss physical phenomina. I may mention in this place that the scientific apparatus which we posses is incomplete, especially in optical instruments.

"The progress made by the pupils of the Government Zilla School has, thanks to the exertions and experience of its able Head Master, Mr. Beddy, assisted by his zealous European and Native Masters, been very considerable. The whole of the "Entrance" class has passed into the College (together with three pupils from the Umritsur school), although unfortunately, perhaps, in the "second division" only. The present entrance class, which has been recruited from several of the lower classes of the school, is a large one, and promises to do well. It can hardly be a subject for regret that several in the 4th class privately prepare for the "Entrance" examination by reading out of school hours with a native Master. Even if it can be shown that they somewhat neglect their class work, it would be difficult to stop the practice alluded to, except, perhaps, by rigorously insisting on the class work being done, and by offering a high reward for those who succeed in passing in the "first" division, which they can hardly expect to do unless by going through the prescribed school course.

It is with pleasure that I advert here to the accession of an European lad of the name of Robinson to our "Entrance" class. This youth has greatly distinguished himself at the Anarkullee High School, and is likely to maintain his place in the Government Zilla School. I have inserted an advertisement in the *Lahore Chronicle*, which I hope may induce other European lads, who are preparing for Roorkee and for any profession, to join us. By the community of studies between Europeans and natives both are likely to learn to esteem each other more, and the presence of the former at the meetings of the Debating Society is calculated considerably to improve the knowledge of English of the latter.

"A native gentleman of influence pointed out to me that it was a general opinion that the boys of our school were not taught with such zeal as those in some private establishments. In order to test the correctness of this observation I have been present from time to time at the lessons given in the schools. I have, indeed, recommended a more energetic method of cross-examining the pupils, both by advice and my own example, but have failed to perceive the truth of the "general opinion," and, after visiting the private establishments in question, am not able, with every appreciation of their excellence, to concede to them any other superiority in tuition, except such as the division into class rooms (which we hope to get some day) is calculated to give by not distracting the attention of the pupils through the simultaneous work of another class. I have visited the Branch and Adult Schools, but beyond their uncleanliness and general want of comfort, I can refer in terms of praise to what they attempt to do in "Elementary Education." Indirectly connected with "education," but of immediate bearing on its progress among the population of Lahore has been the organization by myself of a "Society for the diffusion of useful knowledge principally through the medium of the vernacular, and for the revival of oriental

learning," to which is attached a free Public Library and Reading Room at the Siksha-Saba. Pundit Munphool has presented us with 500; Moonshee Hursookh Rai with 700, and other native and European gentlemen with from 20 to 100 volumes (in Sanscrit, Arabic, Persian, Urdu and English).

"The "*Punjab Educational Magazine*," which has been started with particular reference to the wants of candidates preparing for the "Entrance" and "Arts" examinations, has been gladly subscribed for by the students of the College and the senior pupils of the school. There is every reason to believe that it will succeed, and if it be the intention of Government to hand it over to any one who will undertake to carry it on as a private affair, I beg that my claim to conduct it may meet with your best consideration.

"Lastly, I must express my best thanks to yourself for the kindness, readiness and considerateness with which you always entered with any views that I submitted for your decision, and for the courtesy, affability and encouragement which I have invariably met at your hands."

ANNUAL REPORT.—"I have only to state briefly what has been done in the College during the past academical year. "The first College class have already once gone through the English course laid down for the first examination in arts for 1865, and are beginning it again.

"Arabic they have taken up as a subject for 1866 should they fail in 1865. They are going through the rudiments of Arabic Grammar for the second time, and are perusing with great advantage the Munta-khibat-i-Arabi.

"They, as well as the 2nd class, have finished "Trench on the Study of Words," and have advanced about 30 pages in his "English Past and Present."

"They have attended a number of Lectures on English Literature, Comparative Grammar and the History of Philosophy.

"As far as practicable the 2nd class receive separate instruction in all the subjects laid down for their frst arts examination in 1866.

"The progress in mathematics has been very satisfactory, and a good deal of work in that subject has to be done out of College hours.

"Both the first and second classes, as well as the school entrance class, join in steady attendance at the Debating and Essay Societies.

"The progress, and prospects of further progress, of the students are, therefore, very encouraging;—and the College will be placed in a perfectly satisfactory condition when the services of an additional Professor will have been obtained, and good text-books in one or two subjects, in which they are wanted, will have been provided.

"It is with considerable satisfaction that I refer here to the very good position, which the Lahore College has taken in the examinations, which have been held in Arts and Law.

"Of the 16 students, nine receive scholarships. This tends to keep them in the College till they have taken their degrees; at any rate if the remuneration of appointments, which they may be able to obtain in Government and private offices, is not very much in excess of the amount of their scholarships. There is no doubt that, if in addition to these, a reasonable prospect of Fellowships to distinguished students were held out, most of our men would stay till they had graduated, and become a credit to the College.

"The average of attendance during the month of February was very high (81 per cent) but statistics of this nature are very deceptive, as men in good health, and with fine engage

ments to keep them away from College, are classed with those who are obliged to stay away on account of frequent marriage fistivals, or of sickness,

"I have not found that the mumber of applications for leave of absence, on the ground of illness, business, the performance of a pilgrimage, &c., &c., has at all decreased since the announcement of the 75 per cent of minimum attendance, rendered compulsory by the Calcutta University.

"On the contrary, this regulation has the effect of driving students away from the College, and is in reality an obstacle to the maintenance of discipline, and to the judicious exercise of discretionary powers, which the Principal should have in dealing with each application for leave separately, and on its own merits.

"I cannot dismiss the subject of the College without expressing my appreciation of the great services rendered to it by Professor Crank and Mr. Beddy. Maulvee Alumdár Hosein, also, has my approbation for his zeal and conduct.

"Mr. Beddy, the able Head Master, assisted by his most efficient European and native Urdu Masters, continues to give his time and best attention to the supervision and instruction of the school.

"Every class is faithfully taught.

"Many of the boys in the 2nd and 4th classes of the school continue to read the entrance course of the Calcutta University out of school hours.

"The number of pupils in the school is now at 156. The average of attendance is high (83 per cent). Mr. Beddy reports favorably of the condition and prospects of the Central Branch School. "The same may be said of the other Branch Schools at Lahore."

DELHI COLLEGE.

PRINCIPAL, MR. E. WILLMOT, B. A.

The College.

1. "The College re-established on 1st May, 1864, has grown from a small nucleus into an institution not inferior in numbers to Colleges of much earlier foundation in the North-West and other Provinces. At present it consists of two classes, the 2nd year and 1st year classes. The number of students (15 in all) has been considerably increased by the addition of the Members of the late St. Stephen's Mission College.

Revd. R. Winter.

"I have great pleasure in speaking here of the extreme liberality shown by the Revd. R. Winter, late Principal of the St. Stephen's Mission College, in the arrangement of the somewhat delicate matter of the amalgamation of the two Colleges. He has also given four hours a week to the teaching of Mental and Moral Science to the College classes, a kindness for which I am the more indebted to him on account of my own inability to take classes for the last three months.

Students of the Delhi College.

2. "In the examinations held during the past year the students of the Delhi College have, on an average, held a very high position; and in two cases (I allude to Bharoñ Pershad and Sohun Lal) they may be said to have highly distinguished themselves.

1st year College.

"The Members of the present 1st year College class, who matriculated from the school to the College in the Calcutta Entrance Examination of December 1864, are a very hard-working, praiseworthy set. In that examination, out of eight candidates, six passed, one in the 1st division, and five in the 2nd. The names of those most deserving of commendation are Daya Narain (Arnold medal-holder for 1864), and Sooruj Bul.

Daya Narain and Sooruj Bul.

Shree Ram.

"The pupils from the Mission College are a very desirable addition to our numbers. I anticipate a career of considerable success for the very high ability and perseverance of Shree Ram.

3. "Prizes of considerable value were awarded to the College students, and presented to them at the Educational Durbar held here on the 25th of March. I will not here trouble you again with a detail of the particular books given to individual students. Bharoñ Pershad, of the 2nd year College class, and Sooruj Bul, of the 1st, received watches as rewards for continuous good conduct and general merit.

College Scholarships.

4. "Scholarships have been awarded to the students to the amount of 223 Rupees per mensem.

Arabic studies and Latin.

5. "The studies of the College have not been materially altered; a greater attention to Arabic, and a daily voluntary lesson in Latin, with a view to a more intimate acquaintance with English roots, being the only changes worthy of record. The students, too, have been encouraged to debate in a Society of their own formation; and to read English newspapers, and constantly converse in English. In this way, I think, that considerable improvement in English-writing and speaking has been already effected. I trust that examiners may find it out too.

Debating Society and newspapers.

6. "An attempt was made in December, 1864, to form a Cricket Club; but a difficulty in finding a suitable ground prevented the idea being carried out. However Mr. Doran (of the School Staff) took considerable pains to get up athletic sports for the College and schools; they were extremely popular with the students, and were undoubtedly a very great success. At the commencement of the next cold weather the Cricket Club shall be resumed, and I do not doubt but that the game will soon recommend itself to the men and boys.

Cricket Club.

Athletic sports promoted by Mr. Doran.

7. "I forbear to load my Report with average and comparative tables. All the requisite statistics are forwarded on different sheets herewith. At the present time the Staff of European Officers in the College consists of myself (the Principal), and Mr. Cooke, officiating as Professor. We both joined our appointments in November 1864, before which time Mr. Hutton, now Officiating Inspector of Schools for the Amballa Circle, was in sole charge of the College and schools.

Present College Staff. Mr. Willmot and Mr. Cooke.

8. "I may here mention that, owing to an accident to myself at the beginning of the present year, nearly the whole of the work of the College and schools has, for the last four months, devolved on Professor Cooke. The energy of my colleague, however, has proved itself equal to the emergency, and, owing to his efforts, the College has suffered as little as possible from my own inability to work. I venture to hope that you will commission me to report to Professor Cooke some marked expression of your approbation for his untiring zeal and activity in the discharge of his own, and a very large share of my, duties.

Professor Cooke.

9. "Not the least of the improvements of the last year has been the removal of the College, and first four classes of the Zilla School, to four (now six) large and well-ventilated rooms in the new Delhi Institute Building. And here, sir, I would beg leave to impress on you the extreme desirability of placing the College and Zilla School in one building. The time of the Principal is at present greatly wasted by the necessity of driving from the College building to the High School for the purposes of supervision. An arrangement by which the whole school would be under the immediate eye of the Principal would be attended with advantages, so many and palpable, that it is not necessary for me to further enlarge upon them.

Removal of College to Institute Building.

Desirability of having the College and Schools in one building.

10. "Of the Zilla School, the principal change to be noticed in the past academic year, is the amalgamation with it in January 1865 of the four classes of the late Model School. It was found that with the present Staff of Officers the schools could be worked more easily and better with combined classes, than in their divided state; and, therefore, although there were many obvious advantages in the Model School, which it was, perhaps, a pity to lose, it seemed, on the whole, better to let it lapse into the Zilla School—at all events for a time.

Zilla School.

Model School amalgamated with the Zilla School.

11. "Of the classes of the Zilla School I gave a favorable report last January: there has been no examination since that report was written, so that I have no data at the present time for a detailed report of progress. The averag, daily attendance (which I found at first very slack) is, I think, improving under judicious severity in carrying out the rules for the punishment and of absentees.

Average attendance.

12. "Prizes were distributed at the educational fête to such boys as had distinguished themselves in examinations, or by general good conduct; and scholarships are awarded to the amount of 48 Rupees per mensem.

13. The Staff of School Officers has been increased and changed by the addition of the services of Mr. Millett, who took over charge as Assistant Master on the 1st June, 1864, and is now Officiating (since November 1864, as Head Master. I am glad to be able to say, that he is a zealous and laborious officer, with whom it is a pleasure to be connected in any kind of work. Mr. Doran also joined his appointment as Assistant Master in November 1864. I have a very high opinion of his ability and assiduity in the discharge of his duties. In fact, with the exception of Meer Wuzeer Ali, Ameer Ali, Luteef Hosein in and Pandit Muddun Mohun, the whole of the present officers are new. I have chiefly to commend the services of Moonshee Luteef Hosein, Maulvee Soobhan Buksh, and Mr. Scott; at the same time I must report the extreme irregularity of Mr. George in collecting the monthly fees and fines of his classes. I trust this officer will, for the future, show more energy in the discharge of the duties of his office.

Changes in the Staff of School Officers. Mr. Millett.

Mr. Doran.

Hookum Chund.

Moonshee Luteef Hosein; Maulvee Subhan Buksh; Mr. Scott.

14. "With regard to the Branch Schools I have to congratulate you on their exceedingly healthy condition; the detailed Report of their Superintendent was laid before you in my Report of last January. Since that time a new school has been established in the Chandnee Chouk under the patronage of Lala Salig Ram, and his son, Ishree Pershad; and it has been found better to abolish the Pahargunj branch. The patrons, who have taken the most interest in their schools, are Lalas Wuzeer Singh and Sahib Singh; these gentlemen deserve great praise for their zeal in "the cause of education." I have again to commend the indefatigable assiduity of Lala Bishumber Nath, the Superintendent of Branch Schools."

Branch Schools.

New Branch School under the patronage of Salig Ram and his son.

Lalas Wuzeer Singh and Sahib Singh.

Lala Bishumber Nath.

AMBALLA CIRCLE.

OFFICIATING INSPECTOR, MR. H. W. P. HUTTON, B. A.

3. "During the past year English Chief Mohurrirs have been appointed in several districts on the higher rate of salaries lately sanctioned, and the former Chief Mohurrirs have, for the most part, been retained as Assistants to perform the office work. In a few districts, as Loodiana and Goorgaon, the old Chief Mohurrirs being deserving men have been promoted to the higher grade, on the condition that they would study hard, and gain a sufficient knowledge of English to enable them to examine the Elementary English Schools in their respective districts. In the Amballa District, the late Chief Mohurrir has been sent to the Dehli College to acquire some knowledge of English; and in the meanwhile his father, Maulvie Gholam Hyder, an old officer of this department, has been appointed to officiate in his stead. The standard of instruction in the English Elementary Schools has been much improved by the additional supervision of the English Chief Mohurrirs.

Classification of Zilla Schools. The Delhi Zilla Schools and Branches put under the superintendence of the Principal Delhi College.

4. "There are eight Zilla Schools in this Circle; one, however, namely, the Delhi School, since a College has been established at that city, has been put under the direct superintendence of the Principal, Mr. Willmot, thus reducing the number of schools under my care to seven. Of these, the most advanced is the Rewaree school, under the superintendence of Lala Heera Lal. This might now be termed a 1st class Zilla School, as well as the Delhi school; the pupils of the highest class (the 2nd) being now engaged in reading the subjects for the Calcutta University Entrance Examination. All, however, have been considered as capable of affording education up to the University entrance standard, though only three of the 2nd class Zilla Schools, viz., Kurnal, Rohtuck and Simla, will be enabled to send up candidates for that examination for several years to come.

General Statistics of Zilla Schools.

5. "During the year under report, the number of students in Zilla Schools (including the Delhi school) has increased from 2,730 to 3,651; the average attendance during 1864-65 was 2,917 against 1,631 for the previous year. Fees to the amount of Rupees 4,330/10/0 were collected; whereas only Rupees 3,208/9/6 were realized in 1863-64, and the average cost of educating each boy during the past year was only Rupees 15/12/4, instead of Rupees 24/2/10 in the year before.

Increase of numbers owing to the extension of system of Branch Schools.

6. "This increase in numbers, which has taken place, is chiefly owing to the extension of the system of opening Branch Schools in connection with the Main Zilla School in all populous towns where these schools exist. During the year under report, Branch Schools have been opened at Jhujjur and Simla with some success. An additional branch has also been established at Kurnal. These schools were, in most cases, the indigenous "Muktubs, or Patshalas," and their teachers were, in the first instance, appointed, on condition that they would bring all their pupils to the Government School, and use their influence with the inhabitants of their respective Mohullas to send their children there also. In some places, such as Rewaree and Kurnal, regular teachers have been appointed, but in most schools the Staff only consists of the Maulvie or Panda, assisted by two Monitors (English and Persian) from the Main School on Rupees 2/ per mensem. Where Local Committees of Public Instruction have

Organization of Branch Schools.

been established, the branches are generally put under the patronage of the Members, who are expected to visit and examine them, and in return possess a certain amount of authority over the school, such as granting leave to Masters and pupils for a limited period, changing the hours of study, and general supervision.

Advantages attending Branch Schools.

7. "There are numerous advantages attending the system of Branch Schools. Numbers of boys, who would never have had any education, except the very superficial knowledge which is imparted by teachers of Muktubs and Patshalas, have now an opportunity of learning the rudiments of English and Persian, and the elements of general knowledge. This creates a desire to learn more, and the pupils, with a very few exceptions, on having furnished their studies taught in the Branch School, continue to prosecute them in the Central School; and in this way the Branch Schools have become valuable prepartory institutions for the Zilla Schools. In Kurnal, Rohtuck, Rewaree and Jagadhree, a great many Branch School pupils have already been drafted into the Central Schools. They are also practising schools for the Monitors, who are required to attend the Zilla Schools, besides teaching two hours daily in the Branch Schools. Natives of influence and respectability are induced to take much greater interest in education, when the schools are, in a way, put under their immediate supervision; and they are thus made responsible for their progress and well-being. I have refrained from making any remarks upon the Delhi Zilla School and branches, as these are no longer under my care.

Rewaree Zilla School.

8. "This was constituted a Zilla School on the 1st July 1865. An English Elementary School, on the grant-in-aid principle, formerly existed here, but this being found insufficient for the requirements of the place, the Zilla School establishment at Goorgaon was transferred here. The Main School contains 111 boys, and the seven branches connected with it, 341; in all 452 boys. The pupils are, for the most part, Hindoos of the Dhoosur and Brahmin castes; 127 Mahomedans, however, attend. The average attendance is 391. Last year only six boys of the 7th class, then the highest in the school, took part in the general October examination; during the year under report, 33 boys went up for that examination, nine for the higher and 14 for the lower standard. The highest class is now the 2nd, and the pupils are studying the subjects for the Entrance Examination Calcutta University for the year 1866; and I have strong hopes that several of them will pass. All the classes have made great progress. The seven Branch Schools are also getting on well. A large number of pupils have already been drafted into the Main School.

"Lala Heera Lal, the Head Master, and Pirbhoo Dial, the Assistant Master, are deserving of the greatest praise. The pay of Heera Lal has been increased from the 1st March, 1865, from 100/ to 120/ per mensem. Several of the other Masters have also received an increase of pay.

"The Members of the Local Committee Public Instruction have given good assistance to the Head Master. Quazi Mazharoodeen, in particular, has been very active; and it is partly owing to his influence that so many Mahomedans attend the school.

Kurnal Zilla School.

9. "The Kurnal School, with its four branches, contains 317 boys; of these 97 are in the Main School, and 220 in the branches; the average attendance is 294. The highest class is now the 3rd. Twenty boys took part in the general examination of October last; six for the higher standard, and 14, for the lower. Several of the most advanced pupils have been sent, as scholarshipholders, to the Delhi College; the remainder now form the 3rd class for the ensuing year. The

progress of this school is, on the whole, satisfactory. More attention should be paid to English grammar and Persian translation. The lower classes are taught by Monitors. The three Branch Schools have also progressed fairly. English and Persian teachers, on salaries varying from Rupees 20/ to 7/, have been appointed here in the Branch Schools. I have lately established a fourth branch on the cheap principle, which, on the whole, appears as successful as the other, viz., by appointing the indigenous teacher with two Monitors to assist him. I was much pleased with what I saw of the teaching of the Monitors, and the system appears to work well.

"Sheopershad, the Head Master, is a hard-working young fellow, and has done his best to get on the school; his Assistant, Sookdeo Singh, is also deserving of mention. There have been several changes among the vernacular teachers. Gungageer, who has been transferred to Simla, worked well during the short time he was at Kurnal.

Rohtuk Zilla School.

10. "There are altogether 372 boys, whose names are borne on the rolls of the Main School and its five branches; of these 95 are in the Central School, and 277 in the branches. The average attendance is 318. The number of pupils, who read English and Persian, is 330; while the remainder only learn Nagri. The progress of all the classes (especially the three highest) has been very satisfactory. The 4th class is now the highest, whereas last year it was only the 7th. Seven boys from the 5th and 6th classes took part in the last October examination. There was a marked improvement in their English studies. Of the Branch Schools the most advanced is that of the Kayet Mohulla. The pupil teachers have, as a rule, worked well. In March, 1864, Jumna Dass, the late Head Master, was transferred to the Headclerkship of my office. He was succeeded by Pundit Jai Narain, a fair Persian and English scholar, who had, for many years, acted as Moonshee to officers and others preparing for the vernacular examinations. Jai Narain is a good officer, and the school will, no doubt, make rapid progress under his tuition. His Assistant, Gokul Chund, is also a laborious teacher. He employed his leisure hours in preparing himself for the Entrance Examination Calcutta University, which, to his credit, he passed in the 1st division.

"A grant of Rupees 120 has lately been given out of the Local Funds to pay the fees of poor students. The new school building, outside the city, is commodious and well adapted for the purpose.

Simla Zilla School.

11. "At the close of March, 1865, the Simla school contained 122 boys on the rolls, and the average attendance was 83. Eleven pupils took part in the general examination of last October. Of these six were in the 5th, and five in the 6th class. The progress of this school, although fair, is very slow, when compared with that of other Zilla Schools. The highest class is now the 4th. Some of the pupils of the 4th and 5th classes have been studying in the school for six or seven years.

"Mr. W. Staines, the late Head Master, (now transferred to the Lahore Normal School) was very unpopular on account of his undue severity and harsh temper; and on this account many parents took their boys away from the school. He has now been succeeded by Mr. O'Connor, who, on the contrary, is much liked. He appears to be an energetic man, and since his arrival has acted with tact and prudence. On my visiting the school lately, the numbers on the register of the Central School had risen to 130. A Branch School, containing 72 boys, had also been opened in the Sudder Bazar; thus raising the total number on the rolls from 122 to 202. A Local Committee of Public Instruction will also shortly be appointed.

12. "This school contains 205 boys on the rolls of the Central School and its two branches. The average attendance is 122. The highest class is now the 5th. On the whole the progress is fair. There is no doubt that this school has laboured under great disadvantages on being for some time without a Head Master. In July, 1864, Jamyat Rai resigned the Headmastership; the post then remained vacant until October 1864. In the meanwhile the duties of Head Master were performed by Mahomed Yar Khan, the 1st Persian teacher, who, to his great credit, had managed to teach himself English out of school hours, and had made considerable progress in that language. In October, 1864, the present incumbent, Radha Kishen, was appointed. He is a hard-working conscientious man, and since his arrival the school has been steadily improving. The School Staff has lately been strengthened by the appointment of an Assistant English Master, which was greatly needed. The Members of the Local Committee Public Instruction meet regularly, and take great interest in the school, especially the President, Rai Pertab Singh, Extra Assistant Commissioner, and Hurjeewun Lal, the Tehseeldar. An Adult School has also been started here by the Head Master.

Jhujjur Zilla School.

13. "There are 425 boys in the Main School and its five branches. Of these 145 are in the Central, and 280 in the Branch Schools. The average attendance is 325. This was originally a Town School, but on the 1st May, 1863, it was raised to the Zilla grade by the transfer of the Zilla School establishment at Thanesur to this place, (the Sudder Station at Thanesur having been done away with).

Jagadhree Zilla School.

"There have been several changes in the Head Masters, which have somewhat retarded the progress of this School. Hukoomut Rai, the 1st Head Master, was dismissed after a few months service. He was then succeeded by Sheopershad, a student of the Delhi College, who matriculated in 1863; but after a short stay of four months he was transferred to Kurnal. Lastly, on the 1st May, 1864, Oma Shunker, a Brahmin, educated at St. John's College, Agra, was appointed Head Master on Rupees 80/ per mensem. Since his arrival, the progress in study has been very satisfactory. Oma Shunker is a first-rate Master, and with the aid of a good staff of teachers, I have no doubt that this school will soon vie with that at Rewaree, both in progress and attendance. The highest class is now the 7th. The Head Master has two English and two Persian teachers to assist him, besides several Monitors. The Branch Schools were originally indigenous schools; their former teachers (the Pandas) have been retained on low salaries. Every single boy in the Jagadhree Branch Schools has commenced learning English. Monitors from the Main Schools teach Persian and English for two hours daily. The present school house is an old tumble-down building, and was formerly a thannah. It is proposed to throw it down, and build a commodious building on its site.

14. "Until the close of March, 1864, a Town School existed here; but in April it was raised to the Zilla School grade by the transfer of the Zilla School establishment at Hissar to this city. In May, 1864, Lala Rujjoo Mul, late Assistant English Master of the Delhi Zilla School, was appointed Head Master on Rupees 80/ per mensem, with a competent staff of teachers to assist him. There are altogether 538 boys on the rolls of the Central and four Branch Schools; and the average attendance is 412. The highest class is now the 8th. Considering the infant state of the school, the progress in study has been satisfactory. The Bhewani Branch Schools are conducted on the same principle as those at Jagadhri. The Pandas have been retained, Monitors appointed, and two of them have been placed under the special care of

Bhewani Zilla School.

each Assistant Master, and the whole under the immediate supervision of the Head Master. Only 190 boys have as yet commenced reading English and Persian; all the rest read Mahajanee or Surraffee. The school is at present located in the old thannah. A commodious school house is, however, in course of erection, and will, I hope, be completed in a few months.

General Remarks on Zilla Schools.

15. "From the above statement it will be seen that the progress made in the Rewaree, Kurnal and Rohtuck Schools is very satisfactory, and that the prospects of the Simla, Jhujjur, Jagadhri and Bhewanee Schools are very encouraging. Branch Schools have now been opened at all the above mentioned places, and the attendance has thereby been greatly increased.

Sanctioned salaries of Masters in Zilla Schools insufficient.

16. "The sanctioned salaries of teachers in this Circle are very low. Some have lately been increased, as that of the Headmastership of Rewaree from 100/ to 120/. The Head Master at Kurnal and Rohtuck and Jagadhri only draw 80/ per mensem. Their pay should, at least, be Rupees 100/ per mensem. It is very difficult to secure the services of good men on such low salaries.

Employment of pupil teachers.

17. "Since the establishment of Branch Schools, the lower classes of Zilla Schools have so swelled in numbers, that it is impossible for one teacher to teach them. It was, therefore, considered advisable to appoint several pupil teachers in each school. These were selected from the most advanced boys, and they received small stipends from Government in return for teaching. They, at the same time, continued to receive instruction for a certain time daily, and devoted two hours daily to the instruction of the lower classes.

"This system, as I have observed before, is very successful. Much depends, however, upon the supervision of the Head Master, as the pupil teachers, unless well looked after, are apt to neglect their duties.

Fees in Zilla Schools.

18. "The highest rate of fees in all Zilla Schools, (except Delhi) is four annas; some pupils (sons of wealthy men,) however, give, 1/ or 2/ per mensem according to their means. The lowest fee taken is one anna per mensem. The total amount of fees levied in all Zilla Schools, including Delhi, during the year under report, is Rupees 4,330/10/0. Of this the greater amount is of course levied at Delhi, where the yearly increase from fees amounts to Rupees 3,023/13/0. There, however, the fees of all poor students are paid by the municipality, or by private subscriptions. At Rohtuck also a grant of Rupees 120/ has been made from the Local Funds for the same purpose. I intend, if possible, during the ensuing year, to make such arrangements with the Educational Committees, that the fees of all poor students shall be paid by local subscriptions, or by a grant from the Municipal Funds.

Fees of poor students to be paid by the municipality or by local subscriptions.

"At Kurnal the amount of fees realized has risen from Rupees 245/8/0 to 311/; at Rohtuck from 245/4/9 to 377/3/0. At Rewaree Rupees 215/15/6 have been levied, and at Bhewanee Rupees 215/15/6. At Jhujjur only Rupees 123/4/0 have been collected, (the greater number of the pupils being subscribers to the One Per Cent Cess Fund). At Jagadhri Rupees 63/7/0 have been levied. No satisfactory arrangement has yet been made here about the levying of fees. The pupils of the Jagadhri Branch Schools are exempt from paying fees. No fees are taken at the Simla School.

Educational Committees.

19. "Educational Committees have been formed at all large towns where Zilla Schools exist, except Jagadhri and Simla. It is intended shortly to form Committees there also. This measure has been productive of very great benefit. The Members assist in carrying out all measures for the promotion of education. They are consulted concerning the organization of Branch Schools, the levying of fees, the proper supervision of the Female Schools, and all other matters, where it is necessary, to consult the wishes of the native community.

Town Schools; changes since last year.

20. "At the close of last year 19 Town Schools were shewn in the returns. Since then one Town School (Bhewanee,) has become a Zilla School, and one Zilla School (Hissar) has been reduced to the Town School grade. Eleven Village Schools have also attained to the higher grade.

Town Schools; General Statistics.

21. "Last year there were 19 Town Schools included in this Circle, containing 1,412 pupils, with an average attendance of 1,195. Rupees 369/3/0 only were collected in fees, and the average cost of enducating each pupil was Rupees 6/1/5. There are now 30 Town Schools containing 3,107 pupils, with an average attendance of 2,382; and fees to the amount of Rupees 497/10/0 have been levied. The cost of educating each pupil has also decreased from Rupees 6/1/5 to Rupees 5/13/11. Of the boys in these schools, 787 attend the English classes of the elementary grant-in-aid schools; 759 read Persian, 2,280 Urdu, and 600 Nagree. Last year the numbers were as follows: 225 English, 392 Persian, 1,125 Urdu, and 287 Nagree.

Employment of pupil teachers in Town Schools.

22. "The system of employing pupil teachers in Town Schools, so strongly recommended by Captain Holroyd, has been carried out with great success, especially in the districts of Goorgaon, Loodiana and Amballa. Since the establishment of Branch Schools, in connection with Town Schools, the attendance of some of these schools has swelled to such a degree that the limited staff of teachers allowed for a Town School (generally two Persian and one Nagree teacher) is altogether inadequate for the purpose of instructing all the pupils. The most advanced pupils of the highest classes have, therefore, been appointed Monitors, and teach the lower classes, under the immediate supervision of the Head Master, for 1½ hours daily. They, at the same time, continue to receive instruction for a certain number of hours daily from the Head Master.

Success of the pupil teacher system in Town Schools.

23. This system has, with a few exceptions, been very successful. In order to see that the Head Masters really carried out the Inspector's instructions with regard to the pupil teachers and their mode of imparting instruction. The Deputy Inspector, Buldeo Sahai, was sent last hot season to visit most of those schools where the pupil teacher system had been introduced; and in most cases he found that the lower classes had been well taught by the Monitors, and that they, at the same time, had made considerable progress in study since last year. Many of them also passed remarkably well in the Sudder examinations. I have selected several of the most deserving, and sent them as scholarshipholders to the Normal School.

Town Schools Amballa District.

24. "Last year there were only four Town Schools in this district; now there are eight. The total number of boys on the rolls has risen from 228 to 898, the average attendance from 200 to 692; but the amount of fees collected has fallen from Rupees 369/3/0 to Rupees 64/2/0 only.

"During the year under report, the Village Schools of Ladwa, Radaur, Muneemajra and Thanesur have risen to the Town School grade. The progress of the Town Schools is, on the whole, satisfactory. One of the best is the Sadowra School, under the superinten-

dence of Kulunder Ali, a first-rate teacher and Persian scholar. There are 100 boys on the rolls, and the highest class is the 2nd. A Branch School might be opened with advantage; there is a neighbouring Patshala containing 60 boys. Six Monitors teach the lower classes. The Boorya School has a very large attendance, there being no less than 245 on the rolls of the Main School and its five branches. The progress of the Persian Department is not at all satisfactory. The teacher, though popular, is no scholar. A year or so at the Normal School would do him good. A new school house is required.

"The Rupar school is getting on capitally. There are altogether 216 boys on the rolls of the Central School and its two branches. The highest Persian class is the 3rd. Guneshee Lal, the Persian teacher, is a hard-working man, and a very fair scholar. Three Monitors teach the lower classes. This school should be raised to the Zilla grade. I will say more on this subject when I make mention of the elementary grant-in-aid schools.

"Shahabad is also a good school. The progress of the higher classes is, however, much better than that of the lower. Of the four schools, which have lately been raised to the Town School grade, Muneemajra is by far the best.

Town Schools Loodiana District.

25. "Last year the Jugraon School was the only Town School in this district, and during the year under report, the Village School of Raikote has risen to the higher grade. The total number of boys attending the Town Schools has risen from 123 to 236, the average attendance from 93 to 200, and the fees from 64/13/0 to 148/13/0. This is the only district where fees are strictly levied. The pupil teacher system has been introduced into both the Town Schools.

"The school at Jugraon is an excellent one. There are 125 boys on the register. The highest class is the 1st. The three highest classes passed most creditably at the Amballa Sudder examination. The 1st Persian teacher, and his Assistant, are both competent men; six pupil teachers are also employed to instruct the lower classes.

"The Raikote school contains 113 boys on the rolls, average attendance 106. Progress in study satisfactory. The head teacher is very popular. The school house is too small to contain all the boys.

Town Schools Delhi District.

26. Only three Town Schools were shewn in the returns for 1863-64, namely, Soniput, Nujjubghur and Arab Serai. Since then the schools of Bulubghur, Fareedabad and Merowlie have been raised to the Town School grade. Branch Schools have also been established in connection with the schools at Bulubghur, Arab Serai and Fareedabad. The pupil teacher system has also been lately introduced. Of the three schools, which has been raised to the higher grade, Bulubghur and Fareedabad are well up to the standard; while, on the contrary, the school at Merowlie has not fulfilled the required conditions. The attendance is very small, and very little progress in study is apparent. The Shahzadas are very irregular in their attendance, and pay no attention to their studies. Of the old schools, Soniput is, I am sorry to say, in a declining condition; while the Arab Serai school, under the patronage of Mirza Illahi Buksh, is getting on capitally.

"Last year the number of boys on the rolls was 252, the average attendance 198, and fees to the amount of Rupees 56/2/6 were levied. Now there are 484 boys, the average attendance is 402, and the fees amount to Rupees 77/6/0.

Town Schools Kurnal District.

27. In the Kurnal District the Paneeput, Poondree and Kythul schools were last year returned as Town Schools. Since then no other schools have fulfilled the requisite conditions. The attendance of

the three schools has risen during the past year from 212 to 340, and the fees from Rupees 61/5/0 to Rupees 78/9/0. The increase in attendance has been caused by the establishment of Branch Schools at Paneeput and Poondree. The Paneeput school is making fair progress; the highest class is the 4th. The late Master was not competent to teach the higher classes; a better man (Kirpa Ram) has recently been appointed. The attendance is good. The school at Kythul is the best in this district. The highest class is the 2nd. The 2nd and 3rd classes passed a most creditable examination. The Nagree department is also a good one. The lower classes of the Poondree school have been much neglected; the higher classes are getting on pretty well.

Town Schools Goorgaon District.

28. "There are six Town Schools in this district; last year there were only three—Goorgaon, Ferozepoor and Sohna. Since then the Village Schools at Noh, Pulwul and Faraknagar have been raised to the Town School grade. The total number of boys has increased from 158 to 650, the average attendance from 1,862 to 407; but the income from fees has decreased from Rupees 61/5/0 to 51/3/0. Great progress has been made in the Goorgaon and Pulwul schools. The Ferozepoor school is also well up to the standard. Branch Schools have been established in all these towns, except Noh, and the pupil teacher system introduced with great success. The school houses of this district are very neat and commodious, and well supplied with forms and tables. The teachers are also, with one exception, good men.

Town Schools Hissar District.

29. "There are two Town Schools in this district, viz., Hansie and Hissar. The Hissar school was formerly a Zilla School, but has, during the year under report, been reduced to the Town School grade, and an English Elementary School on the grant-in-aid principle opened in connection with it. The number of boys, whose names are borne on the rolls, has risen from 77 to 130, and the average attendance from 60 to 123. Fees to the amount of Rupees 37/11/0 have been levied. The progress of the Hansi school is, on the whole, satisfactory. The Persian teacher has lately returned from the Normal School. There are 68 boys on the register, and the average attendance is 60. The highest Persian class is the 4th. The Persian department of the Hissar school is very backward. Futteh Allah Khan, the 1st Persian teacher, has totally neglected his duties. This school will never make any progress until the present teachers have been replaced by better men. The Nagri Pundit is the only man worth keeping.

Town Schools Rohtuck District.

30. "In Rohtuck there are now, as at the close of 1863-64, three Town Schools, viz., at Bahadurgurh, Gohana and Mahim. The number of boys has risen from 226 to 265, and the average attendance from 195 to 217; but the fees collected have fallen from Rupees 48/5/6 to Rupees 36/13/0. Satisfactory progress has been made in the Bahadurgurh and Mahim schools. The progress of the Gohana school has been much retarded owing to the quarrelsome disposition of the late Persian teacher.

Town School Sirsa District.

31. "There is only one Town School in this district situated at the town of Sirsa. I have not had any opportunity of visiting this school, but the Deputy Commissioner reports that the progress is satisfactory. The number of scholars has risen from 82 to 104, and the average attendance from 71 to 72.

Village Schools; General Statistics.

32. "At the close of 1863-64 there were 499 Village Schools in the Amballa Circle, and the number of boys, whose names were borne on the rolls, was 12,606, with an average attendance of 9,538; the sum

of Rupees 910/1/6 was collected as school fees. The number of schools has since then been reduced to 441, which contain 12,168 boys, and the average attendance for the whole year was 10,295. Rupees 992/1/10 has been collected as school fees, and the cost of educating each pupil has fallen from Rupees 5/0/1 to Rupees 4/7/2. These statistics shew that the Village Schools have not retrograded in the least. Although the number of schools has been decreased by the elevation of eleven to the Town School grade, yet the attendance has only slightly fallen off; whilst, on the other hand, the average attendance and collection of fees is much better than that of last year. The cost of educating each pupil has also become somewhat less.

Reduction of badly attended schools, and dismissal of incompetent teachers.

33. "There are many Village Schools where the attendance is merely nominal. Some of these schools have been established for years, but still go on in the same sluggish manner, attended by some nine or ten boys at the most, who, generally after one year's instruction, leave the school, and their places are filled by younger boys. I have taken some trouble in pointing out all such schools to the District Officers, and recommending them to be closed at once, and their teachers dismissed. It would be as well to make a rule that all schools, where the attendance is less than 20, should be abolished. The money thus saved might be expended in opening Branch Schools in the large towns, and raising the salaries of deserving teachers.

Progress of Village Schools.

34. "The progress of Village Schools in some districts, as Loodiana, Amballa, and Rohtuck has been, on the whole, satisfactory. The Nagri Schools of the Kurnal and Delhi Districts are in a very healthy state. Much depends upon the activity and zeal of the Chief Mohurrirs, and the competency of the teachers. In some districts books and maps have not been properly supplied to the Village Schools. The Delhi Schools had not been visited for a very long period by the late Chief Mohurrir, who appears to have spent the whole of his time at Delhi in looking after a native Press, instead of performing his inspection duties.

Village Schools Amballa District.

35. "There are 86 Village Schools in this district, containing 2,596 boys, with an average attendance of 2,412. Rupees 256/9/4 have been collected as school fees. Last year there were 163 Village Schools, containing 2,827 boys, with an average attendance of 2,047. From the above it will be seen that, although the number of schools have decreased by 77, yet the attendance has increased by 231. This increase has been caused by the establishment of Branch Schools in all large villages.

Progress of Village Schools Amballa District.

36. "The Village Schools are, as a rule, progressing fairly. One thing I must remark is, that the attendance of the Amballa Schools is far better than in any other district. Branch Schools have been opened with great success in many villages. At Belaspoor I found 105 boys present at the school house. More attention should be paid to the study of History and Geography. The best schools are those at Belaspoor, Moostafabad, Moorunda and Bareelee.

Village Schools Loodiana District.

37. "In the Loodiana District there are now 75 Village Schools. Last year there were the same number of schoo's. The number of boys has, however, increased from 1,954 to 2,089, the average attendance from 1,535 to 1,898, and the fees collected from Rupees 376 to 486/1/0. Satisfactory progress has been made during the past year. The schools in this district are generally more advanced than those of other districts: 98 students of the 2nd and 3rd classes

presented themselves at the Amballa Sudder examination. Several of these schools, as Dheree, Sawuddee and Khunna will, I hope, shortly be raised to the Town School grade.

Village Schools Simla District.

38. "There are still only three Village Schools in this district. The number of boys has, however, increased from 73 to 100, and the average attendance from 59 to 70. No fees are taken. Very little progress has been made.

Village Schools Delhi District.

39. "At the close of 1863-64 there were 74 schools in the Delhi District. Of these three, viz., Bulubghur, Fareedabad and Merowlee have been raised to the Town School grade. Nagri is taught in most of the schools in this district. The Nagri Schools at Palum, Bhawana, Narelah, Badlee and Naraina have made most creditable progress. Arithmetic, geography and history have been taught remarkably well. The schools of the Lursowlie Tahseel were very backward, and the teachers, for the most part, incompetent men. They should be replaced by others, who have been trained in the Normal School. Some of the Village Schools had not been visited by the late Chief Mohurrir for nearly two years. I have recommended several schools to be abolished, as the attendance was very low, and no progress was apparent.

Village Schools Kurnal District.

40. "Last year there were 77 Village Schools in the Kurnal District; there are now 59. The number of boys, whose names are borne on the rolls, has fallen from 1,318 to 1,282, but the average attendance has risen from 1,089 to 1,189. Last year the fees amounted to Rupees 83/1/0. This year only Rupees 65/14/0 have been collected. Many schools were reported last year to be in an unsatisfactory condition, and Captain Holroyd suggested that some of them should be abolished, and better ones encouraged. The Deputy Commissioner has acted upon these views. There are consequently 18 Village Schools less than in the year preceding. The salaries of the Masters, where under-paid, have been raised with regard to the progress of the respective institutions. These measures have much benefitted the schools, and the progress in study, during the year under report, is more satisfactory than before.

Village Schools Goorgaon District.

41. "In the Goorgaon District the number of Village Schools has risen from 79 to 81, the number of boys from 2,551 to 2,764, and the average attendance from 1,926 to 1,941. Only Rupees 57/2/0 were collected as fees—three Village Schools, viz., Noh, Pulwul and Faraknagar have attained to the higher grade. The Hindee schools are numerous, but the desire for Urdu is spreading. There are still a good many inefficient men employed as teachers; but it is impossible to get a better educated class of men for all the schools until more funds are put at the disposal of the District Officers. The progress of the Village Schools is, on the whole, creditable to their teachers. Capital maps have been supplied to all the Hindee schools; I also heard no complaints that books had not been properly supplied.

Village Schools Hissar District.

42. "At the close of 1863-64 there were 25; there are now 24, (the school at Chang having been abolished). The number of boys has fallen from 861 to 648, and the average attendance from 525 to 506. Only a very small sum has been realized in fees. The schools of this district are generally very backward, and the teachers, for the most part, incompetent.

"The Tosham school is by far the best; Tohana is also getting on well; and there is some prospect of these two schools attaining to the Town School grade. The best Masters are Alladad Khan, of Tohana, and Willaiat Ali, of Tosham.

"The Chief Mohurrir is absolutely wanting in almost every qualfication. If he could be changed, the result would be very beneficial.

43. "There are now 37 schools in the Rohtuck District; last year there were 51. The number of boys has fallen from 1,102 to 895, and the average attendance from 756 to 700. Rupees 25/10/6 have been collected as school fees against Rupees 14/13/0 during 1863-64.

Village Schools Rohtuck District.

"The decrease in the number of schools and attendance is owing to the reduction of 14 village schools, at the commencement of the year, on account of their small attendance, and the incompetency of the teachers. The progress of several of the schools has been highly satisfactory, and the number of bad schools has much decreased. One or two schools, among which Beree is the most advanced, will soon attain to the rank of Town Schools. At Beree a Monitor, on Rupees 5 per mensem, has been appointed, who instructs 20 boys in the English language. An English Chief Mohurrir has been appointed on Rupees 50 per mensem, and the former Mohurrir made his Assistant.

44. "In Sirsa the number of Village Schools has increased by one. There are now 12 schools; the number of boys has increased, during the year under report, from 311 to 492, and the average attendance from 240 to 373. Fees to the amount of Rupees 48/12/0 have been realized against Rupees 25/14/0 collected last year. I have not personally examined these schools, but they appear, from the last report of the Deputy Commissioner, to be making fair progress, especially at Khurial, Roree, Fazilka and Dubwalie.

Village Schools Sirsa District.

45. "It will be seen by the above remarks that the Village Schools of this Circle are generally in a healthy state; all those schools which were badly attended, or where no progress was apparent, have been abolished. Incompetent teachers have been either sent for a course of training to the Normal Schools, or dismissed, and replaced by certificated men.

Village Schools; General Progress.

"Attempts have been made to introduce the study of Persian and Urdu in the Hindoo Schools; Branch Schools have been opened in all large villages, and by this means the attendance has been greatly increased. Fees have been levied with greater strictness than hitherto.

"Lastly, eleven schools have risen to the Town School grade; while several others will, I hope, shortly follow their example.

46. "At the close of 1863-64 there were 99 Female Schools in this Circle containing 1,435 girls, with an average attendance of about 1,220. There are now 113 schools containing 1,711 girls, with an average attendance of 1,325. The greater number of Female Schools are attended exclusively by Mahomedans. A few Hindoo schools have, however, been opened with success in the Goorgaon, Rohtuck and Delhi Districts.

Female Schools; General Statistics.

47. "In the Amballa District there was, at the close of last year, 23 schools containing 385 girls, with an average attendance of 296. There are now 22 schools containing 405 girls, with an average attendance of 358. I was not asked by the natives to visit any of the Zenana Schools in this district. As a rule I never visit a Female School, unless it is the express wish of the inhabitants of the place. The Deputy Commissioner reports that fair progress is being made. The Chief Mohurrir, Golam Hyder, has lately been rewarded for his exertions in promoting female education in this district.

Female Schools Amballa District.

48. "Last year there were nine Female Schools containing 168 children; now there

Female Schools Loodiana District.

are the same number of schools containing 145 girls, with an average attendance of 154. The Deputy Commissioner reports as follows :—"I am sorry to say that the people of this district do not take an interest "in the education of their daughters. In 1863-64 I established nine schools; two of these "were subsequently abolished, as the girls would not attend, and those who attended, learnt "nothing. In the place of these, two new schools have been established, so that there are "still nine. Five are situated in the city of Loodiana, one in the town of Machheewara, "one in Raikote, and two in villages. Owing to a teacher having lately died, one of the "schools, containing 20 girls, was temporarily closed, or the total number of girls attending "the Female Schools would have been 165 instead of 145. All the girls are Mussulmans. "I have not succeeded in persuading any of the Hindoos to send their female children to "school. I am told that if I would allow the Koran to be taught, the number of Mussul-"mani girls might be greatly increased; but this I consider objectionable. Many can now "read a little Urdu, and in five schools plain needle-work and knitting is taught."

"The zenana teachers are, from what I have seen of them, a set of ignorant men. If educated females are not to be had, a better class of men ought to be employed. The Loodiana Orphanage, under the Revd. Mr. Rudolph, will no doubt soon supply well-educated females, who might be employed as teachers. Many girls, who can read and write Persian, besides knowing a little arithmetic and geography, are now in the 1st class of that institution. Care should be taken, however, in employing these girls, as many of these are Christians, and the natives would, perhaps, object to their being employed as teachers to their daughters.

Female Schools Kurnal District.

49. These scheols have increased from four in 1863-64 to 17 in the past year. The number of girls has increased from 48 to 244, and the average attendance from 40 to 206. Major Elliott writes as follows :— "At Kurnal English is taught as well as the vernacular. The progress of the schools is "believed to be fair. The great object, however, kept in view at first, is to render this class "of schools popular, and this has, in a great measure, been effected."

Female Schools Delhi District.

50. ".The number of Female Schools is the same as in the last year, viz., 15; but the number of girls has decreased from 287 to 252. This is owing to the fact that small-pox has raged with great virulence during the past three months. Practical steps are being taken by a Committee of native gentlemen to raise largely the number of Female Schools. In the city of Delhi alone are six Female Schools, attended by nearly 100 girls. Raja Dani Singh (whose schools I visited in company with you) has one of the best schools in the city. Lalas Wuzeer Singh, Sahib Singh and Jeewun Lal have Zenana Schools under their care. The Arab Serai School, under the patronage of Mirza Illahi Buksh, is also making good progress. At Bullubgurh I visited a Female School containing 20 Hindoo girls. Six girls read Balopdes, and Britant Ramchundra very correctly. A few also knew multiplication table, and could write easy Nagri words. The Hindoos of this district do not show that aversion to the education of their daughters, which is so prevalent in other districts.

Female Schools Goorgaon District.

51. "At the close of 1863-64 there were 35 schools in the Goorgaon District containing 343 girls, with an average attendance of 279. There are now 34 schools; but the number of girls have increased from 343 to 440. I had no leisure to examine any Zenana Schools this year, but I hope to see many of them next cold weather. The people appeared to have no objection to my visiting the

schools. Some few were examined by the Deputy Inspector last hot season, and he reports that this progress was satisfactory.

Female Schools Rohtuck District.

52. "The following extract is from the report of Colonel Voyle, the Deputy Commissioner:—"Female education, I regret to say, has made little "progress during the past year. Of the 10 schools in the "commencement two were closed; one for want of support, and the other on account of the "teacher resigning; hence a decrease of 30 girls. But within the same period three new "schools have been opened in the Jhujjjur Tahseel containing 48 girls, so that the aggre-"gate number of pupils has risen from 172 to 190, and the daily average attendance from "153 to 156. The advancement of this branch of education is much retarded for want "of female teachers, which difficulty will, however, soon be overcome as the girls, under "tuition, qualify themselves. Of the 190 girls receiving instruction, 11 belong to the 6th, "22 to the 7th, and 157 to the 8th classes of Vernacular Schools. Of these 98 are "Mahomedans, and 92 Hindoos. Usuf Khan, of Dadree, was instrumental in establishing "the first Female School in this district." I visited the Bahadurgurh girls' school in company with my wife—19 girls were present. Of these four could read Punjab Singh fluently, the rest were reading Tusheelootaleem. The best girl, Ruffecoon-Nissa, holds a Monitorship of Rupees two per mensem. Hydree Begum is also deserving of a Monitorship of Rupee one per mensem. Bahadur Ali Khan, a Jageerdar of Bahadurghur, is the patron of this school. I distributed rewards and sweetmeats to the most deserving girls.

Female Schools Hissar District.

53. "The progress of female education in the Hissar District is almost at a stand still. Last year there was one school at Bhewanee containing 13 girls. This year, when. I visited the schools, only eight girls were psesent. Three of the girls were sharp, and could read and write easy sentences in Nagri; but the rest were only commencing the alphabet. I believe that another school will shortly be opened at Hansi.

Female Schools Sirsa District.

54. "There are now three Female Schools in this district containing 34 girls. Last year there was only one, at the town of Sirsa, containing 15 girls. The two new schools, which have been established, are at the villages of Khurial and Rancea.

Female Schools Simla District.

55. "On a late visit to Simla I made arrangements with the Head Master of the Zilla School, to open a Zenana School in the Sudder Bazar. Some nine girls have already been collected, and are taught by Gungagir, the Persian teacher of the Zilla School. Two of the girls formerly attended the Branch School, and received instruction along with the boys.

Supervision of Female Schools.

56. "It is absolutely necessary that some sort of supervision should be exercised over Female Schools. In the city of Delhi the patrons have consented to allow a lady, who takes the greatest interest in female education, to visit and teach in several schools, and this has been productive of great benefit to the girls. In progress of time, no doubt, the shyness of the people to a European visiting the Zenana Schools will wear off. Already, as I have before stated, both the District Officers and myself have been frequently solicited by the natives to visi girls' schools.

Female Normal School at Delhi.

57. "A Normal School for female teachers was opened at Delhi about a year ago under the superintendence of a lady, the wife of a Member of the S. P. G. Mission. At present there are 23 women in training, besides probationers; and four of these are already engaged in teaching. It is

divided into two departments, Persian and Nagri, and its object is to train respectable women as teachers for Government girls' schools and private families. The pupils are taught to teach reading, writing, arithmetic, geography and history. Attached to the Normal School is a girls' day school, in which the students practise their powers of teaching. It is attended by about 30 girls. I was very much pleased with the rapid progress that some of the elder girls had made. It is hoped that this institution will shortly supply several good teachers for the Zenana Schools.

The Delhi Normal School.

58. "The Delhi Normal School is intended for the training of those town and village teachers who are quite incompetent or unqualified to teach the subjects taught in the higher classes of Town and Village Schools. It is a training institution in the proper sense of that term. All students (both town and village) are required to teach the three lowest classes of the Zilla School under the immediate supervision of several Masters, who have been appointed specially for this duty. They also receive instruction for a certain number of hours daily from the Masters of the Normal School. The Town School teachers have been principally instructed in natural philosophy by Maulvie Nasseeroodeen; in geography and history by Lala Peyara Lall and Pandit Jai Narain; in mathematics by Inayatool-Rahman and Nasseeroodeen; in Persian by Jai Narain and Ahsan Ali Khan. The village teachers have been taught Persian by Ulfat Hosein; arithmetic, geography and history by Inayatool-Rahman and Doorga Purshad. The Nagri students have been instructed in Nagri by Pandit Gunga Jeewun; in Urdu by Ulfat Hosein and Rahman Buksh; in arithmetic and geography by Doorga Purshad. Penmanship has been taught to all the classes by Moonshi Rahman Buksh.

Changes in Normal School.

59. "In October, 1864, Lala Peyara Lal, the Head Master, was required to assist Captain Holroyd, one of the Members of the Commission appointed by Government to revise the Hindustanee test-books for military examinations. As no suitable arrangement could then be made to fill his place, he was directed to attend the school for three hours daily, and Maulvie Naseeroodeen to act for him during the remaining three hours. On the 15th December, 1864, Lala Peyara Lal accompanied Captain Holroyd to Lahore, on special duty, and returned about the middle of January 1865; the work of supervision, in his absence, being carried on by Maulvie Nasseeroodeen In February, 1865, application was made to Government to appoint a substitute for Lala Peyara Lal in the Normal School, and on its being sanctiond, Pandit Jai Narain, the Head Master of the Rohtuk Zilla School, was appointed to that post; and Lala Peyara Lal's services were placed entirely at the disposal of the Commission. The only other change has been the transfer of Maulvie Khuda Buksh to the Lahore Normal School, and the appointment, in his place, of Maulvie Ulfat Hosein, an excellent Persian and Arabic scholar, and an ex-student of the 1st Arabic class of the old Delhi College. The Model School (or practising school for Town School teachers) was abolished in January last, there being no funds available for the maintenance of separate English teachers for that school. The progress made by the boys, under the tuition of the Normal School students, was, however, very creditable. The Town School teachers now assist in the instruction of the 8th class of the Zilla School.

Lala Peyara Lal employed on special duty Pandit Jai Narain officiated for him.

Transfer of Maulvie Khuda Buksh Appointment of Maulvie Ulfat Hosein.

Model School abolished.

Certificates gained by teachers in the late examination.

60. "The following abstract will shew the number of students who have obtained certificates of different grades during the year 1864-65:—

DEPARTMENT.	1st town grade.	2nd town grade.	3rd town grade.	1st village grade.	2nd village grade.	3rd village grade.	Total.
Persian, ...	1	4	10	16	19	19	69
Nagri, ...	..	..	..	11	8	..	19
TOTAL, ..	1	4	10	27	27	19	88

Out of these 84 passed in April 1864, and four only in October 1864. The cause of the great failure in the latter examination is principally to be attributed to the very short time allowed to the students for solving the questions in the arithmetic paper, in which subject most of the students failed. The average of marks gained in all other subjects was very high, and I have no doubt that a considerable number would have passed, but for the cause above mentioned. A number of pupil teachers from Town Schools have lately been sent, as scholarshipholders, to the Normal School.

Pupil teachers from Town Schools sent as scholarshipholders to the Normal School.

61. "All the Masters of the Normal School have performed their duties to my satisfaction. I wish particularly to bring to your notice the services of Lala Peyara Lal, the Head Master; Pandit Jai Narain; Maulvi Nasseeroodeen; Ahsan Ali Khan; Moonshi Doorga Purshad; Pandit Gunga Jeewun and Rahman Buksh. Inayatool Rahman, the mathematical Master, had also worked well. He studied the subjects of the Entrance Examination Calcutta University in his leisure hours, and passed in the 2nd division. He has now been appointed to the Librarianship of the Delhi College on Rupees 40/ per mensem.

Notice of Masters Delhi Normal School.

AIDED SCHOOLS.

62. "This school contains 348 boys. It is divided into two departments, English and Persian; 306 boys read English and Persian, and 42 Persian only. The highest class (the 1st) contains nine boys. Both these are reading the subjects for the Entrance Examination Calcutta University. This class was examined by you, and you expressed your satisfaction at the progress they had made in English. The 2nd class, containing 13 boys, read the History of India fairly. They also could solve the sums in Rule of Three, and had a good knowledge of geography. Their English dictation was remarkably good. I also went round and inspected the classes, which appeared to be making satisfactory progress. The Revd. H. Heney is now Superintendent of the school. He is assisted by a large staff of teachers.

American Mission School Loodiana.

63. "There are 170 boys in the Main School, and about 50 in the Branch School, making a total of 220 boys. The daily average attendance is 170. This school is under the superintendence of the Revd. Mr. Thackwell. He has lately secured the services of a Bengalee Head Master on Rupees 110/ per mensem. He is assisted by a large staff of teachers. The English department is divided into six classes; the highest class is reading the subjects for the Entrance Examination Calcutta University 1865. The boys are not yet, in my opinion, up to the standard required for an entrance class. They could read and translate fairly, but could not ex-

Amballa City Mission School.

plain themselves in English. Some 12 boys took part in the last October examination, and several of them passed creditably. The higher Persian classes were examined at the, Amballa Sudder Examination together with the District School; their knowledge of Persian was very creditable, but they failed in mathematics and general knowledge.

Amballa Cantonment Mission School.

64. "This school is also under the superntendence of the Revd. Mr. Thackwell. There are 166 boys, whose names are borne on the rolls of the Main School and branch, and the average attendance is 90. The Head Master, a Bengalee, who gets Rupees 60 per mensem. The boys of the highest class (the 2nd) are reading landmarks of ancient history, grammar, geography and arithmetic as far as vulgar fractions. Several of the boys took part in last October general examination. Considerable progress has been made since last year.

St. Stephen's Mission College Delhi.

65. "This institution has made excellent progress under the superintendence of its learned Principal, the Revd. Mr. Winter. During the years 1863-64, seven students have passed the Entrance Examination Calcutta University, and of these three passed in the 1st division. A strong class is preparing for the Entrance Examination this year. The standard of studies in the lower classes has been much altered and improved during the past year. Five classes sent up candidates for the October general examination, instead of only four in the preceding year. The School Staff has been strengthened by the appointment of Mr. Smithwhite, a gentleman who has received a sound European education. Since his arrival he has been of the greatest assistance to Mr. Winter, who speaks of his exertions and method of teaching in the highest terms. The total number of boys on the rolls of the College and Branch Schools amount to 367, with an average attendance of 280.

Koteghur Mission School.

66. "I have not personally examined the Koteghur school. I have, therefore, made use of Lieutenant Holroyd's notes on this school made during his tour last hot season :—"The Koteghur Central School "contains 25 boys; of these 12 were present. Three boys had commenced the study of "English. Several read Nagri well, and could write a good hand. Four or five younger "boys learn letters only. In arithmetic the most advanced were learning subtraction. "Four Branch Schools have been opened in adjacent villages in connection with this school. "Upwards of 40 boys were present. A large number could read Nagri. The hand-writ-"ing was very good. The boys are taught by Monitors. The progress of the Branch "Schools was satisfactory." According to the latest returns there are altogether 177 boys on the rolls of the Main School and its branches.

Elementary English Schools.

67. "At the close of 1863-64 there were 11 Grant-in-Aid Elementary English Schools containing 532 students, of whom 330 belonged to the Goorgaon District. Since then one school (at Khurr, Amballa District) has been abolished, and five new schools of this description have been established, so that there are now 15, and the total number of students has risen from 532 to 893, with an average attendance of 706.

Goorgaon grant-in-aid Schools.

Goorgaon School.

68. "The best of these schools is that at the head-quarters of the Goorgaon District. In all the large towns in this district, where Tahseelee Schools formerly existed, English Elementary Schools have been opened and incorporated with the Town Schools. There are now six schools of this description. The Goorgaon school was originally the Zilla School of the district; but in August 1863 the Educational Staff was transferred to the important town

of Rewaree. The school has, for the last year or so, been under the charge of Bhugwan Dass, who received a salary of Rupees 70/ per mensem partly from a subscription raised by the amlah, and partly from Government. He has lately been promoted to the chief Mohurrirship of the Delhi District; and Behari Lal, English teacher of the Ferozepoor school, appointed in his place. There are now 61 boys on the rolls, and the highest class is the 4th: 12 students took part in the last October examination. The lower classes are taught by Monitors. A new school house is in course of erection.

"The English Schools at Faraknagar, Pulwul, Sohna and Ferozepoor are also making good progress. At Noh endeavours should be made to increase the numbers of English scholars. At present only 43 have commenced English, and very little progress has been made owing to the quarrels between the late teachers.

Grant-in-aid Schools in other Districts.

69. "There is a very good school at Kythul in the Kurnal District; 29 boys are learning English; and the highest class is the 6th. The Extra Assistant Commissioner takes great interest in the school, and his two sons are among the most advanced scholars. An English School has lately been established at Paneeput with great success.

Rohtuck District. Gohana and Bahadurgurh Schools.

"In the Rohtuk District the Gohana school has been rather in a depressed condition owing to the Persian teacher having dissuaded the boys from learning English. He has now been transferred elsewhere, and the number of scholars has thereby increased from 23 to 48. Another English school has lately been opened at Bahadurgurh.

Amballa District. Ropur and Boorya Schools.

"In the Amballa District the Ropar School is making wonderful progress; 173 scholars are reading English in the Main School and branch. The English teacher, Benee Ram, was educated at St. John's College, Agra, and has the reputation of being a good teacher. It is the opinion of the Deputy Commissioner, and my own, that this school should be raised to the Zilla School grade; the limited staff of a grant-in-aid school being quite inadequate for the requirements of the place. Ropar is situated on the banks of the Sutlej, on the borders of the Loodiana District, and is a place of some commercial importance. The Boorya School has also a fair attendance (56 boys); they are making creditable progress. The Hansi school, in the Hissar District, is also progressing favourably. I forgot to mention the Arab Serai school in the Delhi District. This school is chiefly attended by Members of the ex-royal family. The English teacher (Bisheshurnath) is a hard-working man, and the progress made is creditable to him.

Hissar District. Hansi School.

Delhi District. Arab Serai School.

English grant-in-aid Schools; General Progress.

70. "From the following brief remarks it will be seen that the progress of the English Elementary Schools is, on the whole, very satisfactory. In schools, where the attendance is a large one, the most advanced students have been appointed Monitors, and set to teach the beginners. This plan has, on the whole, worked well. In a few schools, as Ferozepoor and Noh, the classes have been neglected owing to the English teachers not having properly looked after the Monitors. I have taken great pains to arrange the classes in such a way that the English scholars may attend the Persian classes of the Town School. In most cases the English Elementary and Town Schools are in the same building, and there is no difficulty in carrying out such an arrangement; but at Hansi and elsewhere the schools are at some distance from each other. The Deputy Commissioner of Hissar, however, intends to enlarge the present Town School building, so as to contain the scholars of both schools. The

appointment of English Chief Mohurrirs in several districts has had a most salutary effect. Before these schools were only inspected once a year by the Inspector, and occasionally visited by the District Officers. They are now examined monthly by the Chief Mohurrir. The school houses of the Goorgaon District are remarkably neat, and well supplied with forms, tables, *tât*, &c. In other districts, as a rule, the school buildings are small, dirty and badly supplied with the necessary furniture.

Proposal that the English teachers of grant-in-aid schools should be nominated. Head Masters of both the English Elementary and Town Schools, where those schools are, combined.

71. "At Paneeput, in the Kurnal District, the Deputy Commissioner has appointed the English teacher Head Master of both the English and Persian schools, and made him responsible for their progress and well-being. I think that this is a good plan, and should be carried out in other districts also. There is generally a great deal of envy and bad feeling between the English and Persian teachers, and this often retards the progress of both departments, as was the case at Gohana, in the Rohtuck District, and Noh in Goorgaon. If the English teacher is given full authority, these quarrels will naturally cease. At present the English and Persian teachers act independently of each other, and in some schools I found that the greatest confusion prevailed owing to the hours of study of the English and Persian departments being at different times.

Loodiana Female Orphanage.

72. "This institution, under the superintendence of the Revd. Mr. Rudolph and his wife, is making most favorable progress. There are 43 girls on the rolls. The 1st class, containing five girls, could read the 4th English Book fairly. They could also read and write Urdu in the Persian character. They were also well up in arithmetic, as far as vulgar fractions. The other girls were reading an easy Englich Book, and knew a little arithmetic. Many handsome specimens of needle-work, which the girls had worked, were displayed. The dormitory, play ground, lavatory, &c, were all clean and in execellent order; and the girls appeared to be happy and healthy. They also sung several German airs, put to Hindustani words, with taste and feeling.

Kotegurh Female School.

73. "This school was visited by Captain Holroyd last hot season: 12 girls were present; five could read Nagri fairly, two fluently. They could also write short sentences. The two eldest girls were learning division. The younger girls were still at the alphabet.

Adult Schools.

74. "I am sorry to report that the Adult Schools, which were opened last year for the instruction of the amlah and others at the cities of Delhi, Amballa and Rewaree, have been closed owing to the irregular attendance of the officials. An Adult School has lately been opened at Jhujjur by the Head Master of the Government School, and a grant-in-aid has been applied for.

Kotla School.

75. "These schools were examined by the Deputy Inspector last February. He reports as follows:—"The Kotla Anglo-vernacular School was "established by the authorities of that place on the 15th "March 1864. Lala Mungul Sein, the Head Master, draws a salary of 21/ Rupees per "mensem, and the Persian teacher Rupees 15/ per mensem. The names of 87 boys are "borne on the rolls. The average attendance is 80. No entrance donation or fees are "taken. The highest class is the 9th containing 22 boys. These boys had finished the Primer, and commenced the 2nd Book. They had made fair progress in Persian; four Village "Schools have also been started by Munshi Kunhya Lal, the guardian of the young Nawab."

"The Anglo-vernacular School established by the Maharaja of Puttiala, at the Capital

Puttiaala School.

"of his State, is getting on fairly. There are altogether 300 "boys in this school. In the English department are 84 boys; "besides this 70 read Sanscrit; 13 Arabic; 8 Goormukhi, and the rest Persian. The Eng-"lish department is not making any progress owing to the death of the late English "teacher. Since then no other Master has been appointed. The Arabic and Sanscrit de-"partments are getting on well. The teachers are well qualified men."

Nabha School.

"The Nabha School is making good progress. There are 148 boys on the rolls. The boys of the highest class (the 8th) were reading in English 2nd Book, Part II., and rudimentary grammar. They could read fairly, but their pronounciation was very faulty. In Persian they had made fair progress. The Head Master, Wazeer Ali, gets Rupees 50/ per mensem, and the 1st Persian teacher Rupees 15/. The Raja takes great interest in the school.

Schools in the Putaodi territory.

76. "These schools were examined twice during the past year by myself and the Deputy Inspector. At the capital of the territory an attempt at establishing an English School has been made; only four or five boys had, however, commenced English. No regular scheme of studies has yet been introduced. The pupils of the Persian department had made some progress; a few could read Gulistân. Dictation was also fair. They knew very little arithmetic. The Village Schools, eight in number, are attended by 160 boys. They read different books, and there seems to be no regular plan of instruction. Considering the short time these schools have been in existence, fair progress has been made. The vernacular teachers are very badly paid, only getting on an average Rupees 4 per mensem. The English teacher, Mahomed Yar Khan, draws a salary of Rupees 15/ per mensem.

Jail Schools.

77. "Last year there were six Jail Schools, viz., at Amballa, Loodiana, Delhi, Hissar, Rohtuch and Sirsa. Now there are only four. The Amballa and Loodianan Jail Schools have been closed owing to the small-pox having broken out among the prisoners.

Delhi Jail School.

The Delhi Jail School contains 138 pupils: 64 read Nagri, and 74 Persian. To instruct all these men there is only one teacher, by name Jai Narain, on Rupees 5/ per mensem. His pay should be increased to Rupees 10/, and several Monitors selected from the most advanced pupils appointed to assist him. There is a class of 19 boys, who are kept apart from the men; two of these boys read "Kissa Dhurm Singh" fluent'y, and wrote easy sentences correctly. The rest were reading Tusheel-oot-taleem. Most of the adult prisoners were learning the alphabet; seven men could read a little.

Hissar Jail School.

The Hissar Jail School contains 95 scholars. They are learning Urdu and Nagri. The only books read are Balopdes and "Tusheel-oot-taleem." One prisoner (lately a Naik of infantry) could read "Kurreema." Some 30 men could read short sentences fairly, one or two fluently; but these had evidently learnt before their committal to prison. The teacher, Fazal Hosein (on Rupees 15/ per mensem) does not appear to have taken much pains. I have recommended the appointment of several Monitors.

Rohtuck Jail School.

"There are 80 pupils in the Rohtuck Jail School; there is, however, no regular teacher to instruct them. One of the prisoners formerly used to teach, but on his leaving the prison, the scholars have been instructed at odd times by the Jail Moonshees and Jemadars. One prisoner could read Kurreema fairly; but he evidently had learnt before his committal to prison. A regular teacher, on Rupees 10/ or Rupees 15/ per mensem, should be appointed, as it is quite im-

possible that any progress can be made if the present desultory way of teaching is continued.

Sirsa Jail School.

"There are 158 prisoners attending this Jail School; their studies are generally rudimentary. I have not had any opportunity of visiting this Jail.

Scholarships and Monitorships.

78. "During the past year scholarships, varying in amount from eight annas to five Rupees, were given to the industrious students of all Zilla Schools. On the 1st January these scholarships were redistributed mainly under the head of Monitorships. All boys holding such will now have to teach the lower classes for 1½ hours daily. Sums varying from Rupees 20 to 30 are expended in Monitorships in each Zilla School.

Employment in the Public Service of students of Government Schools.

79. "At present a few students, who are educated in our schools, find employment in the Educational Department. Several pupils of the Delhi school have been employed as teachers in our 2nd class Zilla Schools. Two pupils of the Kurnal school have also been appointed teachers in English Elementary Schools. A great number, however, are unable to get any employment. It is to be regretted that the posts of Writers and Moonshees in the District Courts are not open to them. I have noticed that these appointments are in a way hereditary, and the son holds it in succession to his father, to the exclusion of better men. If these vacancies were filled by competitive examination, our students would have a fair chance of making their way in the world. Again, nearly all the office hands in the Railway Offices are Bengali Baboos; while numbers of educated Punjabees are to be had who would be glad to fill these situations.

Educational Durbar held at Delhi and Amballa.

80. "A grand Educational Durbar was held at Delhi on the 25th March. His Honor the Lieutenant Governor and the Lord Bishop of Calcutta honored the fête with their presence. A large piece of ground was enclosed, and tents erected in the Queen's Gardens. About 3,000 students were called in from the Delhi, Rohtuck and Goorgaon Districts. They were assembled on the Esplanade beneath the Jumma Musjid, and marched thence in procession with numerous flags and banners, and a military band playing in front to the Durbar ground, where the Lieutenant Governor and his suite awaited them. His Honor then went round and inspected the schools, accompanied by Captain Fuller and other Educational Officers. Colonel Hamilton opened the proceedings with a brief speech in the vernacular to the assembled Raïs. Captain Fuller, the Inspector, and Professor of the Delhi College, then read their reports on the progress of education during the past year.

"Khilluts and sunnuds were distributed to those native gentlemen who had exerted themselves in the cause of education. Then followed the distribution of rewards to the teachers and pupils of Zilla, Mission, Town and Village Schools. The proceedings closed with a grand display of fireworks, and an illumination.

Amballa Educational Durbar.

"Another Durbar of the same kind, with the same success, was held at Amballa on the 10th April. All the deserving scholars of the higher classes of the Town and Village Schools in the Amballa, Loodiana and Kurnal Districts, were there assembled to receive prizes. Colonel Taylor, the Commissioner and Superintendent of the Amballa Division, presided on the occasion, and made a most eloquent speech in the vernacular, pointing out the great advantages resulting from a sound education. The Inspector of Schools read his report on the progress of the schools in the Amballa Circle; khilluts, sunnuds and rewards were then distributed. Such meetings have a most beneficial effect, and many people, who would never otherwise

have done so, are thus induced to exert themselves in promoting the cause of education.

Favorable notice of Deputy Inspector.

86. "Moonshee Buldeo Sahai, the Deputy Inspector, is a man of strict integrity and trustworthiness, and has laboured indefatigably in the performance of his duties. During the hot season he inspected several districts. He also accompanied me throughout my inspection tour all the cold weather, and assisted me in the examination of the Delhi, Goorgaon, Loodiana, Rohtuck, Kurnal, Amballa and Hissar Districts. In some cases he had to travel all night and work all day, and for several weeks together never obtained a proper amount of rest. Besides this he had to look over examination papers, and help in the office work. He has lately been rewarded for his exertions by receiving a khillut of Rupees 100/ at the Amballa Educational Durbar. His pay, Rupees 100/ per mensem, is, in my opinion, very low, considering the amount of work he is expected to perform. Some of the Deputy Inspectors of the N. W. Provinces receive better salaries, and yet have the charge of only one district; while, on the contrary, the Deputy Inspector of this Circle has to inspect nine districts. I, therefore, strongly recommend the salary of Moonshee Buldeo Sahai to be raised to at least 140/ per mensem, which is the highest rate of salary drawn by any native Master in this Circle.

87. "On the 29th Navember, 1864, I took over charge of this Circle from Captain Holroyd, who has since then been employed on special duty. Since that date I have been continually in camp, and in my march have travelled 1,711 miles over all the districts in this Circle (except Sirsa and Simla). The Simla District Schools were examined last hot season by Captain Holroyd. I had no time to examine the Sirsa District, as one month and a half of the marching season had elapsed before I took charge of this Circle. Besides the seven Zilla Schools, and their numerous branches, 15 grant-in-aid, several Mission, Jail and Female Schools, and the schools of the independent States of Puttiala, Nabha, Kotla and Putaodi, I have, with the assistance of the Deputy Inspector, examined 29 Town Schools and 367 Village Schools. At all large villages, on my line of march, I assembled the Lumberdars and others, and exhorted them to send their sons and daughters to the Government Schools, pointing out, at the same time, in forcible terms, the great advantages resulting from good education. I opened Branch Schools wherever suitable opportunities occurred to do so, and did my best to extend the spread of female education. I also spent a great deal of time and trouble in arranging anew the classes of the grant-in-aid and Town Schools, so as to enable the pupils to study both English and Persian.

General Results.

88. "In conclusion it remains only to sum up the general results of the operations of the past year, and to point out the various measures which have been carried into effect. The total number of students in Government and Aided Male Schools (not including Mission and Jail Schools) has risen from 18,886 to 19,819, and the number of students learning English from 3,983 to 4,661. The number of girls receiving instruction has increased from 1,560 to 1,711.

Principal measures of utility introduced during the year.

89. "The most important measures of the year are—the establishment of a College a Delhi; the opening of Branch Schools in all large towns and villages, by which means the study of the English language has greatly increased among the natives; the introduction of the pupil teacher system in Town and Village Schools; greater strictness in the levying of fees; deserving pupils of Zilla and Town Schools sent as scholarshipholders to the Delhi College and Normal Schools; lastly, Educational Durbars held at Amballa and Delhi, when prizes and scholarships were publicly distributed to deserving students of Government and Mission Schools."

LAHORE CIRCLE.

INSPECTOR, MR. C. W. W. ALEXANDER, B. A.

Progress has been made in all classes of schools.

2. "The constantly-advancing progress that it has been my duty to record, during the last two or three years, has shewn no symptoms of decline during the year I am now about to review. The returns shew that the schools themselves have increased in number, that many have advanced from a lower to a higher grade, that the attendance has increased, and the standard of instruction considerably advanced. Female Schools have made the most remarkable progress, not only in numbers but also, I believe, in efficiency; and the Normal Schools have been consolidated and improved.

Causes of progress.

3. "The causes which have led to the rapid development of educational institutions in this Province, I enumerated in my last Annual Report, and need not here repeat them. The policy of forming the most influential residents of large towns into Local Committees for the management of educational affairs has proved most remarkably successful. Specially called on to assist Government in the promotion of education, and placed in a position of trust and honor among their fellow-townsmen, many, formerly indifferent, or even averse to educational progress, have found it impossible to withhold their aid, and have even thrown themselves heartily into the work. This has been more particularly the case in small country towns, where, of course, a stimulous to educational institutions was most required than in the larger cities, such as Lahore, Amritsur and Mooltan. Of the exertions of these Local Committees, and the success that has attended them, I shall have occasion to speak more particularly hereafter.

Durbars.

4. "Two Educational Durbars have been held during the year in this Circle. One took place in Lahore in February under the presidency of Mr. F. H. Cooper, C. B., the Commissioner of the Lahore Division. Previous to this Durbar the boys of the highest classes in all the vernacular Government and private schools in the Lahore, Amritsur, Ferozepoor and Googaira Districts, were assembled in Lahore, and examined carefully in all the subjects of their studies, in each of which valuable prizes were awarded to the boys who most distinguished themselves, and were presented to them at the Durbar. Upwards of 500 of the boys, from the Amritsur school and its branches, came over to the Durbar, which went off with great *eclât*. The other meeting was held in March at Jullundur by Colonel Lake, the Financial Commissioner. Here, as in Lahore, an examination of all the Government and private schools of the Jullundur and three adjoining districts was held; but in this case the Anglo-vernacular schools were included, and English formed one of the subjects of examination. This is the second occasion on which a Durbar and examination of this sort have been held at Jullundur, and decided improvement was observable in the style of the answers over those received in the previous year. I have no doubt that these annual examinations, and the valuable prizes offered to those who do well in them, will tend to raise very materially the tone of the education given in our schools.

Written examinations.

5. "Beyond the examinations alluded to in the preceding para., which included all the Town Schools of this Circle, except the very distant one of Kote Adloo in the Mozuffergurh District, I did not hold

any general written examination of vernacular schools; but whenever, during my tour of inspection, I visited any school containing classes above the 4th of the scheme of studies, I conducted my examination of those classes by means of written questions and answers. In June I held the usual half-yearly examination of all the Zilla Schools of this Circle, in which work I was assisted by Professor Crank, of the Lahore College. I shall have occasion to speak of this examination hereafter.

Movements of Inspector.

6. "I have endeavoured, during the year, to give as much as possible of my time to the work of inspection; but I regret to say that owing partly to the failure of my health at one time of the year, and partly to other causes, I have not been able to do as much as I could wish. Immediately after despatching my last Annual Report I started on a tour of inspection in the Kangra valley. I visited all the schools of the Noorpore Tahseel and few others, when I was seized with an attack of illness, which put an end to my march, and necessitated perfect rest for some time. I recommenced my movements, however, in September, when I made a tour round my Zilla Schools, and returned to Lahore in time for the Governor General's visit in October. As soon as His Excellency left Lahore I went to Mooltan, and, returning thence, marched round the Goordaspore, Hooshiyarpore, Jullundur and part of the Amritsur Districts before Christmas. In January I was principally engaged at head-quarters, arranging the reorganization of the Normal School, and examining the Adult School and the Branch Schools at Lahore and Amritsur; but I found time to visit Ferozepore with you. In Feburary I marched round the Lahore District, returning in time for the Educational Durbar, immediately after which I went to Jullundur to be present at the Durbar held there. Thence I marched round the Ferozepore District, and, returning late in March, paid another visit to the Mooltan School. It was now April, and the heat was beginning to set in with unusual severity; I was, therefore, obliged to abandon my tents, and starting with a small establishment to proceed by rapid marches on another tour round all my Zilla Schools, and a visit of inspection to the Mission School at Dhurmsala, for which an application for a grant-in-aid had been made, and which I was ordered to report on before the close of April.

Mooltan Division not visited.

7. "It will be seen from the above, that though I was seldom stationary during the season, and often moved about by rapid marches, I was quite unable to visit the schools of the Mooltan Division. The vast extent of the districts forming this division, and their scattered population, make it impossible to visit the schools in them effectually in less than two months, and I found it impossible to obtain, from other important and pressing duties, an unbroken period of that length in which I could accomplish the tour. I will arrange, however, that in the ensuing cold weather all the districts of this division shall be carefully inspected. Were the Mozuffergurh District transferred from this to the Frontier Circle, as I suggested in my last Annual Report, I should find my duties much more within my power to discharge, while the Inspector of the Frontier Circle would not have his work seriously increased; I intend to bring forward a proposal for this change at an early date.

Number of Schools visited.

8. "On the whole I was able to visit 22 Town, 317 Village, and 18 Female Schools, besides, of course, all the Zilla and Normal Schools which have come frequently under inspection, and most of the schools receiving grants-in-aid. In addition to the above, the upper classes of four out of the five remaining Town Schools came under my inspection at the examinations held in Lahore and Jullundur.

9. "My Deputy Inspector, Maulvie Karim-ud-deen, has been actively engaged, during the year, visiting those places which I found myself unable to reach. His literary duties have, however, interfered somewhat with his marching, as he has several times been detained in Lahore for weeks together compiling and superintending the printing of vernacular works. I find him a most valuable officer, active, thoughtful and well read, conciliating in his manner, and influential with all classes of people.

Movements of the Deputy Inspector.

11. "The whole number of educational institutions in this Circle has increased during the year by 16, the number of scholars entered on the registers by 3,760, and the average daily attendance by 5,214; while the total expenditure has risen from Rs. 2,06,601 to Rupees 2,49,369, and the cost of educating each pupil has, in the case of most classes of schools, been much reduced.

12. "It is not uninteresting to watch the fluctuations in the proportions, which the followers of the several religions bear to each other in our schools. It would seem that but slight changes have taken place during the year; the chief being in the Female Schools, Government and private, in which the Hindoo element has acquired greater strength.

Distribution of Creeds.

13. "As the number of scholars has increased, so the number of English students has also increased from 2,687 to 4,658.

Increase in number of English students.

14. "Fees have steadily been enforced in all classes of Government Schools, and have generally been paid without hesitation. In private aided schools the Managers have been more strict in taking fees from their pupils, and a considerable increase in the amount collected has been the result, viz., in Government Schools of 1,933 Rs., and in private schools of Rs. 1,033, or a total increase of Rs. 2,966.

Amount collected as fees.

15. "I now come to mention each class of school in detail, commencing, as usual, with Zilla Schools. Of this class there are now eight schools; one more than at the close of last year. The new school has been established at Noorpore in the Kangra District. The number of names on the books has increased from 2,173 to 2,556, and the average daily attendance from 873 to 2,112. The amount collected in fees during the year exceeds that levied in the previous year by Rs. 1,763/4/8. The cost of educating each pupil has fallen by quite one half, it being for the year under review Rs. 27/1/ in all, and Rs. 22/ to Government against Rs. 52/2/1, and Rs. 45/4/11 for the previous year. This reduction is, of course, due to the immense increase in the average daily attendance; and still greater reduction may be looked for as the Branch School system becomes further extended.

Zilla Schools; General Statistics.

16. "The general progress of the Zilla Schools has been satisfactory. The advance made by the boys may be seen to a great extent by a comparison of the numbers entered in each class at the close of 1863-64, and of 1864-65, and by regarding the proportion they bear to the whole number in the schools. At the close of the former year, the Branch Schools had only just been opened, and all the boys in them were, of course, in the lowest class. Now, although a very large number is still in the 10th class, the proportion of the boys in this class, to the whole number in the school, has fallen from 68 to 62 per cent; and it would have been very much less were it not for the unusually large number of new admissions, amounting

General Progress.

to more than 900, that took place during the last three months of the year. On the other hand it will be observed, that the number of boys in almost all the upper classes has considerably increased.

Calcutta University Examination.

17. "The Calcutta University Entrance Examination has again shewed results highly creditable to the Collegiate Schools of this Circle. Of six boys, who presented themselves from the Lahore School, all passed, though two of them belonged properly to the lower classes, and had only qualified themselves for matriculation by diligent private study. One of the successful candidates was an ex-pupil of the Mooltan School, which he left only about nine months prior to the examination, and to which, therefore, part of the credit of his success is due. The Amritsur School sent up five candidates, of whom three passed.

Annual Law Examination.

18. "The usual annual examination in law was also held in Lahore. The following table shews the number of candidates from each school, and the number who obtained certificates of proficiency :—

NAME OF SCHOOL.	Civil Code.		Penal Code.		Revenue Law.	
	No. of candidates.	No. who obtained certificates.	No of candidates.	No. who obtained certificates.	No of candidates	No. who obtained certificates.
Lahore, ...	6	1	3	2	2	2
Amritsur, ...	4	...	6	6	2	2
Total, ...	10	1	9	8	4	4

Scheme of Studies.

19. "The scheme of studies for Zilla Schools, as modified during the previous year, has been closely adhered to. Alterations in the text-books prescribed for the Entrance Examination to the Calcutta University, however, necessitated some modification of the studies of the upper classes, especially the introduction of Arabic into the curriculum for the 1st class. A more considerable change would now appear to be desirable, viz., to shorten the course of study by one year, and thus make nine instead ten classes in our schools. It is found that the majority of our pupils can progress much more rapidly than the present arrangement of their studies enables them to do, and they are dissatisfied at what they consider to be an unnecessary check to their progress. That there are some grounds for their complaint, is shewn by the fact that some of the pup ls of the lower classes in the Lahore School were successful in passing the Entrance Examination of the Calcutta University in December last, and that at the general examination, held at Jullundur in March, the boys of the 2nd class of the Hooshiyarpoor School obtained higher marks than those of the highest class in the Jullundur Mission School, who are preparing, and with every prospect of success, to present themselves for matriculation in December next.

School Libraries.

20 "The libraries in Zilla Schools remain much as they were last year. The libraries are little used by the boys as yet; but it is to be hoped that, when they have made more progress in English, they will appreciate them better

Scientific Apparatus and Lectures.

21. "No kind of scientific apparatus exists in any but the Lahore and Amritsur schools; but at Mooltan Mr. J. D. Staines, the Head Master, is making up sets of apparatus of different kinds, with the intention of

giving popular lectures on science in the vernacular to the native residents, and of trying, by this means, to induce them to take a greater interest in the school than they have hitherto done. At Amritsur Dr. Aitchison, the Civil Surgeon, has kindly volunteered to give a series of popular lectures on the products and manufactures of the Punjab, and Government has sanctioned a sum of Rupees 200 to enable him to make a collection of specimens to illustrate his lectures, which will form the nucleus of a School Museum. In this manner I hope to be able to organize lectures in all the towns where we have Head Masters capable of giving them; but a supply of some simple apparatus and diagrams will be essential to enable this plan to be properly carried out; though, for the present, lectures on political and physical geography and history, illustrated by the maps with which every Zilla School is furnished, would suffice as a commencement.

School houses.

22. "In my last report I stated that all the Zilla Schools of this Circle were provided with suitable buildings. This statement must now be modified, as the number of scholars in some of the schools has so largely increased, that the school houses no longer afford sufficient accommodation. This is particularly the case at Rahoon and Ferozepore. A plan for the extension of the building at the latter place has been already approved by you, and the estimate for it will be forwarded to you in a few days. I am still considering the best mode of enlarging the former building, and will report on it in due course. At Buttalla the alterations mentioned in my last report have been commenced, and will probably be completed before the beginning of the rains. At Noorpore the new Zilla School occupies a building in the old fort, which, when altered and repaired, will afford ample accommodation. The plans and estimate for the alteration, provision for which has been mad in the Budget, will be submitted shortly. The other school houses do not call for any special mention.

Lahore Branch Schools.

23. "The Lahore Branch Schools still continue under my charge, though the Main or Collegiate School has been transferred to the management of the Principal of the College. These Schools, five in number, have improved slightly in attendance, and have made very good progress in other respects during the year. One of them occupies part of the same building as the Main School, and is on a superior footing to the others; that is, the course of instruction given in it extends over the subjects appointed for the four lower classes of Zilla Schools; whereas in the others the books prescribed for the two lower classes only are taught. This superior school has two English and three Persian teachers. Three of the others have each one English and one Persian teacher, and the fourth has one Persian, one Hindee and two English teachers. The superintendance of these schools has fallen almost entirely on Maulvee Alamdár Hosein, and Maulvee Niaz Hosein, who have given much time and trouble to them. The English Masters of the Main School appear to have had little time for this work, and my own frequent absences from head-quarters have prevented my doing as much in this way as I could wish. I have frequently visited them, however, and in January held a careful examination of them all, after which rewards were given to the deserving among both pupils and teachers. But to maintain a proper control over these schools, and to ensure their fulfilling the objects for which they were established, something more than this is required. They ought to be visited frequently by one of the senior Masters of the school, whose position would give weight to his instructions, and who would see that proper discipline was maintained, and standing orders regularly carried out.

Holders of scholarships from inferior schools.

24. "I omit here any lengthened notice of the boys from inferior schools, who have come to Lahore on scholarships varying from 3/ to 6/ Rupees, as they are entered almost entirely in the Main School, and

are under the immediate control of the Principal of the College. Suffice it to say that they have maintained their good character for industry and intelligence.

Amritsur Collegiate and Branch Schools; General Statistics.

25. "The attendance on the Amritsur schools has declined during the year. In the Main School the number of boys entered on the books is greater than at the close of last year; but in the Branch Schools considerable falling off has taken place. The average attendance, however, has risen from 166 to 900, and Rupees 1,754/11/0 been realized in fees during the year, instead of Rupees 532/13/6, which were collected in the previous year; while the cost of educating each pupil has fallen from Rupees 62/12/5 to Rupees 17/13/0, and the cost to Government from Rupees 49/5/3 to Rupees 13/8/0.

26. "The staff of teachers in the Main School has been strengthend by the appointment of Maulvi Shumsuddeen as an Assistant Urdu Teacher, and of Radha Kishen, as an Assistant English Master. Both are efficient teachers, especially the former. Pertab Singh, the very active and intelligent 5th Master, whom I mentioned last year, has been promoted to the Headmastership of the Rahoon Zilla School, and his place has been taken by Mokund Lal, who formerly held that post. The only other change that has taken place has been the transfer, temporarily, of Dulput Rai, the 4th Master, to the Small Cause Court at Lahore, and the appointment, in his place, of Mr. Wade, an ex-pupil of the Lucknow Martiniere College. The Branch Schools have the same staff as before; that is, an English, Persian and Hindee teacher to each.

Progress in Studies.

27. "The general progress of the boys, both in the Main and in the Branch Schools, has been satisfactory. From the former three boys, having completed their school course and passed the Entrance Examination to the Calcutta University, have entered the Lahore College. There is now a very promising class of 11 boys preparing for the next Entrance Examination. All the classes are complete and well filled; and whereas at the beginning of the year there were upwards of 70 pupils in the lowest class, there were at the close only 40, the others having been pushed on into the upper classes. In the Branch Schools the number of boys in the lowest class has been diminishing each month, while that in the upper has been proportionably increasing. A considerable number of boys, too, having read all the books prescribed for the 9th and 10th classes, have been passed on to the Main School.

Transfer of boys from inferior schools.

28. "In September last Government sanctioned an additional sum of Rupees 100/ per mensem for scholarships to be given to boys who should be transferred from Minor Zilla and Vernacular Schools to institutions of a higher standing. I was thus enabled to transfer all the more advanced boys from Buttalla, Hooshiyarpoor and Rahoon schools to Amritsur, besides bringing in several boys from Town and Village Schools. About 25 boys have, in this manner, been added to the strength of the Amritsur school; while the Masters of the schools, which they left, have obtained more leisure to devote to advancing the interests of the other boys of their schools. Both institutions have thus been benefitted, while the boys themselves enjoy the advantages of the superior training given in the higher school. An application that I made for a building, which these boys might occupy near the school house, and under a certain amount of surveillance, has been rejected by His Honor the Lieutenant Governor.

Notice of the Masters.

29. "The Amritsur school has been under the care of Mr. W. Lindsay, B. A., of Trinity College, Cambridge, throughout the year. In its management Mr. Lindsay has displayed great industry and judgment; he has maintained a careful supervision over his subordinates, and endeavoured

successfully to gain the confidence of his pupils. Mr. Carbery, the 2nd Master, has been regular in attendance on his duties. Baboo Jai Gopal Singh, the 3rd Master, and Mr. Wade, the Officiating 4th Master, deserve favourable mention, as also does Pertab Singh, who was, until very recently, the 5th Master. The other Masters and teachers have worked satisfactorily.

Mooltan Zilla School.

30. "I am happy to be able to report more favorably than I did last year of the Mooltan School. The number of names on the books of the Main School has risen from 77 to 110, and Branch Schools have been opened containing 96 more. The average daily attendance has increased from 66 to 96 for the whole year, while for the last month of the year it amounted to 171. The amount collected in fees, however, is rather less than before, being Rupees 218/6 instead of Rupees 231/1. The cost of educating each pupil has fallen from Rupees 76/1/5 to Rupees 62/7, and the cost to Government from Rupees 72/9/5 to Rupees 41/7. This is still higher than at any other school in this Circle, but it will be very much reduced next year when the increased attendance has had time to have effect.

Changes among teachers.

31. "Mr. J. D. Staines has had charge of the school throughout the year, and was assisted at first by Baboo Hurry Dass Dey and Poorun Dass, as English, and by Mahomed Surwur and Ameer Chund, as vernacular, teachers. Both the English Assistants have been transferred elsewhere, and Pundit Bishumbur Nath, of Lahore, and Hurree Singh, of Amritsur, have been appointed in their places. Latterly, too, a 2nd Mastership on Rupees 80 a month having been sanctioned, Baboo Kali Coomar was transferred from Goojerat to occupy it. Mahomed Surwur has also been transferred at his own request to Hooshiyarpore, and has been succeeded by Motee Ram from that place.

Progress in Studies.

32. "Good progress has been made in their studies by boys of all classes. In the Main School seven boys are preparing for the next Entrance Examination to the Calcutta University; and one, who left this school in February 1864 for Lahore, passed that test in December last. I may mention here that four boys have been sent over on scholarships from the Dera Gazee Khan school to prosecute their studies here. The Branch Schools, which were established during the year, have proved very useful, and have passed on a large number of boys to the Main School. Mr. Staines deserves high praise for the zeal and judgment he has shewn in his management of the school. Hurree Singh, too, has been very active and useful, and has devoted several hours, over and above his regular work, to teaching English in the Branch and Adult Schools. The other teachers have also done well.

Hooshiyarpoor Zilla School.

33. "The Hooshiyarpoor School shews 103 names entered on the books, instead of 100, which was the number last year. The average daily attendance has fallen from 100 to 91; while the amount levied in fees has risen from Rupees 176 to 186. Five of the best boys of this school have been transferred to Amritsur, and several others have obtained employment. Since the annual returns were prepared, however, a Branch School, containing 200 boys, has been opened at Hooshiyarpoor. The school is now doing very well under Mr. Kirkpatrick, who took charge of it in July from Mr. Lambert, the former very unpopular Head Master. At the half-yearly examination held by me in June the boys answered so ill, that I was obliged to reduce all the scholarships in the school, and otherwise to punish the boys; and this was the more necessary, as Mr. Lambert reported that the failure of the boys was due more to their own contumacy than to any actual inability to answer the questions. In the annual

examination, however, which was held in October, these boys acquitted themselves well, as they also did at the Jullundur Durbar examination, where they proved themselves better than any of the other boys of the division in English. Mr. Kirkpatrick has discharged all his duties in a most satisfactory manner. He speaks well of his Assistant, Baboo Peary Mohun, and the vernacular teachers.

Buttalla Zilla School.

34. "The Buttalla school does not appear to flourish, although the religious disputes, which last year disturbed the town, have apparently subsided. The number of names on the register has fallen from 113 to 96, and the average daily attendance from 103 to 88; while the fees levied have fallen from Rupees 301/3 to Rupees 280/, and the cost of educating each pupil has risen from 34/ Rupees to 41/ Rupees, and the cost to Government from Rupees 31/ to Rvpees 37/. Eight boys, however, have left this school for Amritsur, and one has been appointed 3rd Clerk in the Deputy Commissioner's Office at Goordaspoor. The decline of the school in attendance may be attributed almost entirely to the apathy of the people, whom no admonitions appear to stimulate. They have been frequently expostulated with by you, by the Commissioner and Deputy Commissioner, and by myself to no effect; and recently His Honor the late Lieutenant Governor visited the place, and spoke to them on the subject of education, but without result. His Honor was pleased, on that occasion, to confer a khillut of Rupees 50/ on Mahomed Ishâq in testimony of his approval of his uniformly, able and judicious discharge of a most difficult duty, and I have pleasure in repeating the expression of the good opinion I have of his character and conduct. Some changes have taken place among he subordinate teachers, which do not call for special notice here.

Noorpoor Zilla School.

35. "The Noorpoor Zilla School was established in November 1864, when Mr. R. Baker, formerly of the Delhi school, took up the post of Head Master. The head teacher of the Town School, which before that time occupied this place, was continued in the Zilla School as Assistant Vernacular Teacher, and the other subordinates were retained to teach the Branch School which was formed in the old Town School house. Tej Rai, an ex-pupil of the Bareilly and Roorkee Colleges, was appointed Assistant English Master, and Maulvi Imamuddeen, Head Teacher of the Philour Town School, was made Head Vernacular Master. There were at the close of the year 61 boys in the Main School, and 93 in the Branch School; and these numbers have since considerably increased. Mr. Baker appears a most zealous and careful Head Master, and I am confident of the entire success of the school under his management. He is an excellent Musician, and has already commenced a singing class, which he teaches on Hullah's system; he is anxious also to establish a band if instruments can be procured. The other teachers have worked satisfactorily, and deserve favorable mention.

Ferozepore Zilla School.

36. "The Ferozepore School has improved during the year more, perhaps, than any other in this Circle. At the close of last year there were 151 names entered on the registers of the Main and Branch Schools together, and the average daily attendance for the year amounted to 103. At the close of the year under report there were 162 boys in the Main School alone, besides 79 in the Branch School, and the average daily attendance was 196. Rupees 430/3 were collected as fees against Rupees 220/15 collected in the former year; and the cost of education has fallen from Rupees 37/ to Rupees 21/, the cost to Government from Rupees 23/ to 12/ Rupees. The improvement, however, has not been in figures only. Both at the half-yearly, and at the general annual examination, the boys of this school obtained higher marks than those of any other school of the same standing in this Circle. The Head Master, Mahomed Is-

mail, the 2nd Master, Boota Mull, and their subordinates, deserve the highest credit for the manner in which they have performed their duties.

Rahoon Zilla School.

37. "The Rahoon School also shews a greatly improved attendance. The number of names entered on the books has increased from 90 to 156, and the average daily attendance from 69 to 92. The amount collected in fees has risen from 85/12 to 115/7; and the cost of education has slightly fallen. Five of the best boys have joined the Amritsar School. This school has, however, suffered considerably from the protracted illness of the late Head Master, Mokund Lal, during which the whole charge fell on the Assistant Master, Peer Buksh, who has worked remarkably well, and deserves every praise. Mokund Lal afterwards requested to be transferred to Amritsur, and accordingly he and the present Head Master changed places. Under Pertab Singh, whom I have had occasion to mention favourably before, the school has become highly popular, and a very large increase in the number of pupils has taken place. Alum Shah, the Head Persian Teacher, and his Assistant also deserve commendation, as this school stood at the head of all the schools in the Jullundur Division, in Persian and Urdu, at the general examination held in connection with the Durbar.

Efforts of Local Committees of Public Instruction.

38. "The establishment of Local Committees of Public Instruction has been of great benefit to the Zilla Schools. I propose here to notice, briefly, the assistance that has been given by each Committee. The names of those Members, who have specially distinguished themselves by their activity in promoting the interests of education, are entered in the list appended to this report; and I trust their services will receive the recognition of Government.

LAHORE.—The Lahore Committee have not shewn any very striking zeal in their educational duties. The several patrons of the Branch Schools occasionally visit them, and shew that they are conscious that they ought to do something; but I have not found that they have contributed much to their efficiency. I must, however, mention that they have set on foot a movement, which originated with Nawab Abdul Majid Khan, to collect subscriptions for paying the fees of poor scholars. This fund amounts to about Rupees 1,000.

AMRITSUR.—The Amritsur Committee have shewn little or no signs of activity. With the exception of one or two of their Members, none of them have contributed in any way towards the prosperity of the Zilla or Branch Schools.

MOOLTAN.—"Still less has been done by the Mooltan Committee, which has shewn the most complete apathy in every thing connected with the school.

HOOSHIYARPOOR.—"The town of Hooshiyarpoor contains few, if any, Members of the native aristocracy. The Committee is, therefore, composed of the city *Punches*, and a few of the principal Mahomedan residents. Urged by the Tahseeldar, and Mr. Kirkpatrick, they meet regularly once a month or oftener, and consider plans for the improvement of the school. They have not as yet done much; but it is something to have induced these shrewed, though illiterate men, to take an active interest in educational measures.

BUTTALLA.—"I have already mentioned the want of interest displayed by the Buttalla people in the progress of their school. I need not here say any more than that; though lavish in promises, they do absolutely nothing.

NOORPOOR.—"The Noorpoor Committee has been but recently established, but I hope that it will eventually prove of great use. As yet it has done but little, though two Members, whose names will be mentioned in the proper place, have always given the greatest assistance to all Educational Officers.

FEROZEPOOR.—"The Ferozepoor Local Committee has been the most zealous and successful of any in this Circle. Under the judicious encouragement of Major P. Maxwell, the Deputy Commissioner, it has done a very great deal to extend the usefulness and prosperity of the school.

RAHOON.—"The Rahoon Committee has also been of great service. Since the appointment of the present Head Master, the Members have met frequently, and have concerted measures, which have led to the great increase in the attendance that has taken place during the year.

Town Schools; General Statistics.

39. "The number of Town Schools has been reduced from 28 to 27. This has been caused by the conversion of the school at Noorpoor, in the Kangra District, into a Zilla School, and the reduction of the Nadown school of the same district to the village grade; while a new Town School was opened at Bairowal in the Amritsur District. The number of names on the books has slightly declined, being now 2,395 for 2,519; but the average daily attendance has risen from 2,194 to 2,227, which gives 82 instead of 78 as the average for school. Rupees 521/6 have been collected in fees during the year, which is less than the amount collected in the previous year by Rupees 33/9. A remarkable change, however, has taken place in this class of school during the year, which is that the greater portion of their cost has been borne by Imperial Revenue instead of the One Per Cent Educational Cess. Thus, while the whole cost of educating each pupil has increased only by a few pie, the cost to Government has risen from 0/4/10 to Rupees 4/2/8.

40. "All the schools of this class, except that at Kote Adhoo, have fallen under my inspection in some manner during the year. I will here briefly notice those in each district.

JULLUNDUR.—"The changes of teachers in the Town Schools in the Jullundur District, as noticed by me last year, have continued to produce the bad results I then recorded, nor did any representations of mine induce the Deputy Commissioner to do any thing to remedy the evil until quite recently. Now, I believe, satisfactory arrangements have been made, and good progress may be looked for in all the schools. The schools at Nakodur, Philour and Bangeh are in good order and well taught; those at Nawashahar and Bustee Sheikh Durwesh have decidedly fallen off.

HOOSHIYARPOOR.—"In the Hooshiyarpoor District the Oormur School is still decidedly the best. The one at Dussooha has much improved, and that at Hurriana is in fair order; but those at Gurshunker and Oonah have fallen off. The Deputy Commissioner writes of these schools as follows:—"The boys of Oormur are the best in learning; Gurshunker has "a greater number of boys in the uper class than any other school; the others compara-"tively upon a par. The staff of teachers has been increased in Dussooha and Gurshunker. "The pay of the teachers of Gurshunker and Oormur has been raised, and Assistant "Teachers have been newly appointed at Gurshunker and Dussooha; the pay of the Assist-"ant Teachers of Oonah, Oormur and Hurriana, have been raised."

KANGRA.—"I have already mentioned that two of the schools of the Kangra District, that last year appeared as Town Schools, have been transferred to other grades. Of the two that remain I cannot say that they are in a very satisfactory state. I have only, however, examined the highest class of each, and shall be able, therefore, to form a better judgment of them after I have visited them next month.

AMRITSUR.—"The Amritsur District has now one Town School situated at Bairowal, in

the Turn Tarun Tahseel. This School has a very efficient teacher, and was in very good order when I saw it last. I am sorry, however, to hear from the report of my Deputy Inspector, that it is not now as good as it was, and that the upper classes particularly have been very much neglected. As a well qualified Assistant is about to be appointed at once, I hope this school may recover its former character.

GOORDASPORE.—" The School at Dera Baba Nanuck in the Goordaspore District is a very good one, and well managed by the Head Teacher, a man of high standing and great influence in the place. That at Kulanour improved much during the earlier part of the year, but has suffered latterly in consequence of the death of the teacher. The Deenanugger School is largely attended, but has not been well taught. A new teacher has lately been appointed to it. All these Schools are now accommodated in handsome and spacious buildings.

LAHORE.—" The Town School at Kussoor is one of the best in this Circle; it is well taught, and good discipline is maintained. The Schools at Shurrukpore and Puttee have much improved under new teachers; but that at Chooneean is not so good as it ought to be, chiefly owing to the incapacity of the Assistant Teacher, who ought to be removed. The School at Baghwanpore scarcely deserves to be classed in this grade.

FEROZEPORE.—" The three Town Schools in the Ferozepore District are decidedly the best in this Circle. Those at Moga and Zira are particularly good.

GOOGAIRA.—" In the Googaira District the School at Kote Kumalia has suffered from the resignation of a very popular teacher, and the absence, at the Normal School, of his successor. The Syudwalla School is, I believe, doing well; but, as I stated above, I have not been able to inspect either it or the one at Kote Kumalia.

MOZUFFURGURH.—" I have no information regarding the School at Kote Adhoo in the Mozuffurgurh District.

Pupil teachers.

41. " I have endeavoured to carry out the establishment of pupil teachers in such a manner, as to secure the greatest amount of efficiency. As my attempts in this direction have been as yet simply experimental, I have not appointed pupil teachers to any other school than those at Moga and Zira, in the Ferozepore District, where Lieutenant Holroyd had already, as I reported last year, taken some steps to introduce the system. Next year I shall be able to see the defects of the system I have adopted, and, guided by the experience thus gained, to mature a plan which may be carried out in all the better schools of the Circle. I will here detail the course I followed. Lieutenant Holroyd had retained the Assistant Teachers in both schools, and, in addition to them, had appointed in one six, and in the other seven, boys to act as pupil teachers on small salaries of 1/ and 2/ Rupees a month. This arrangement appeared to me expensive, as it certainly proved ineffective; nor had even the merit of retaining the boys at school, as several left during the year for various employments or domestic duties. My first step, then, was to remove the Assistant Teachers, providing for them elsewhere. I next selected in one school two, and in the other three, boys who, besides being well advanced in their studies, expressed a desire to follow the profession of a teacher, and assigning them allowances of Rupees 4/ or 5/ a month, explained to them thoroughly, and to the Head Teacher, the duties expected from them. These youths will study two hours a day with their class in school, the rest of the time they will devote to teaching. Out of the ordinary school hours they will study two hours daily with the Head Teacher, to whom, for this extra work, I assigned a small allowance for each pupil teacher, as is the case in England. These youths, after a time, can be drafted off to the Normal

School among the stipendiary students selected and appointed by Inspector; and the course of training there received, will fit them for Vernacular Teacherships in almost any class of school; while their removal will render possible the appointment of other boys to succeed them. I have not as yet fixed any standard of qualification for pupil teachers; but it will be necessary to do this hereafter. At present I have thought it sufficient to refuse to appoint any scholar of a class lower than the 3rd of the scheme of studies. I hope to be able to speak favorably of the success of this arrangement next year, and to report its extension to other schools of this Circle.

Village Schools.

42. "There were four Village Schools fewer at the end of the year now under review, than at the close of the previous one. The number of names on the books has fallen from 23,247 to 22,847; while the average daily attendance has increased from 17,947 to 19,342, and the average for school from 24 to 27. The amount levied in fees has also increased from 1,914/2/3 to 1,985/5/9 The cost of education has somewhat decreased. The number of agriculturists in these schools, at the close of the year, was 17,756.

"The decrease in the number of names on the books of the Village Schools has taken place in the Amritsur District; all the other districts, except Ferozepore, shewing improvement in this respect. The causes of this falling off in the Amritsur District I will mention when I come to speack of that District.

Detailed account of Village Schools in each district.

43. "I will now notice, as well as I am able, the state of the Village Schools, taking each district in order.

JULLUNDUR.—"The Village Schools of the Jullundur District have improved slightly. The former Chief Mohurrir, however, was a man of too little force of character to have much influence over the somewhat merely set of Village School Teachers in this district, and the results of his inspection were not, therefore, as good as they might have been. I expect better things from the present Chief Mohurrir, Maulvie Neaz Hosein.

HOOSHIYARPORE.—"I cannot report much progress in the Village Schools of the Hooshiyarpore District. One of them, however, at Narunungul I must specially mention as, perhaps, the best in this Circle; there not being one out of 44 boys who could not read and write more or less, and many of them having made good progress in the higher classes. With regard to Village School houses, the Deputy Commissioner writes as follows:—

"Two School houses of the largest size have been constructed within the year; one "at Byjwara, the other at Oonah; and one of smaller size at Najnowal; and nine school "houses, which were under construction at the close of the last year, have been finished "within the year under report; the Zilla School house, too, has been thoroughly renovated "and much improved."

"Major Elliott, the Deputy Commissioner, and Mr. Spencer, Extra Assistant Commissioner when at Hooshiyarpoor, have given much attention to the improvement of the schools.

KANGRA.—"I was able to visit but few of the schools of the Kangra District. Those that I did see, appeared to have improved decidedly, many more of the teachers having received a course of training at the Normal School, than when I was last in the District.

AMRITSUR.—"As I mentioned above, a considerable falling off has taken place in the recorded attendance on the schools of the Amritsur District. This is attributable to two causes. One is, that the registers in the previous year have been ascertained to have been inaccu-

rate. A new Chief Mohurrir, Gungapershad, was appointed at the close of last year, and has been devoting much of his attention to secure strictly accurate returns from the Village Teachers : he reports that he found that the habit of filling up registers with imaginary names prevailed to a very great extent, and that the reduction in the reported attendance is only a consequence of his vigilance in detecting and punishing fraud. Another cause has been the fact, that a very large number of the pupils of our schools have obtained employment in the settlement now being carried on in the district. The progress of the pupils has been, on the whole, satisfactory. The Chief Mohurrir has been careful in insisting that full attention is paid to the lower classes of all the schools, and there is, therefore, good hope that, as those boys work there way into the higher classes, considerable improvement will be visible.

GOORDASPOOR.—"The schools of the Goordaspoor District are doing well. They are carefully looked after by the Chief Mohurrir, who has not, however, been supported, as he should have been, by the Tahseeldars. The Deputy Commissioner (Captain R. Young) reports of his schools as follows :—

"There are three Branch* Schools. The word 'Branch' has really no meaning; but "there are three schools, of which the teachers only get 2/ Rupees each, but which, if they "flourish, will become fully paid Village Schools. There are several affiliated schools in "which the teachers are paid to bring their scholars daily to a neighbouring Government "School. They differ from Branch Schools in not necessarily being elementary, and I do "not approve of either class. It would answer better to pay fewer schools at higher prices, "and so provide cheap and good teachers for future independant schools. The most valu-"able part of the educational machinery is the Normal School. All my teachers, except "three, ought to go through the school again. I hope rarely to move a teacher; but to "promote each in his present position according to his deserts. I have great hopes of im-"provement from the energy of the Chief Mohurrir."

"The names 'branch' and 'affiliated' schools appear to be fancy ones slected by the Chief School Mohurrir. The object, however, of the movement was to endeavour to improve the indigenous schools by bringing the teachers and pupils, as much as possible, in contact with the better organized institutions maintained by Government, and not to take them actually into Government employ.

LAHORE.—"The schools of the Lahore District are progressing fairly.

FEROZEPORE.—"I was able to inspect only a small proportion of the schools of the Ferozepore District. Those I saw had made decided progress since my previous visit. Much more attention had been bestowed on the lower classes; there were fewer instances of one or two boys being hurried on to the detriment of the rest; the registers were more accurate, and, generally, a more healthy tone pervaded the schools. The Deputy Commissioner, Major Maxwell, who is always forward to assist in promoting educational measures, reports as follows :—

"The great sickness, which unhappily prevailed last year, caused the attendance to "diminish a very little. But as a compensation for this, I believe, I am justified in saying, "that the tuition imparted, and the instruction acquired, show a vast improvement as com-"pared with previous years. Most of the schools have been visited by myself, and many "were also inspected by Mr. Wakefield, Assistant Commissioner, who, during his tour in "camp, evinced much interest in the subject. Six scholars have acquired certificates of

*NOTE BY D. P. I.—*Probationary* would be a more sensible term to apply to them.—*A. R. F.*

"fitness for the post of teacher, or for employment as Moonshees. Four boys have receiv-"ed scholarships for attendance at the District School; one has been advanced to a scholar-"ship in the Government College Lahore. The Chief Mohurrir seems attentive to his "duties, and is capable of rendering good service. Every opportunity has been seized by "me of stimulating the cause. Rewards have been distributed to the deserving; the "lukewarm have been urged to exertion; Government employment has been promised to "the best qualified. The people have been assembled and harangued on the blessings of "knowledge; scholastic ability and industry have been treated with respect whenever met "with; and all means have been adopted to impress the people with the necessity of educa-"tion."

Mooltan Division.

"I have not been able to visit any of the schools of the Mooltan Division, nor have I received any reports from any but the Deputy Commissioner of Mooltan. I have reason to believe, however, that good progress has been made in the schools of the Googaira and Mooltan Districts.

Female Schools.

44. "Femal Shoools have increased in number and efficiency. The number of those supported by Government has risen from 92 to 129; the number of names on their books from 2,255 to 3,129, and the average daily attendance from 1,966 to 2,412. These are quite independant of very numerous schools, which receive aid from Government, but are under the management of Local Committees or private bodies, and which will be mentioned hereafter. I will abstain from offering any general comments on these schools, the importance of which is universally acknowledged; and will proceed at once to describe the condition of those of which I have been able to procure any reliable information.

JULLUNDUR.—"The Female Schools of the Jullundur District have increased in number from 69 to 90. There are, therefore, 15 *more Government Schools for girls than for boys.* The removal of Major Elphinstone from Jullundur to Kangra has deprived us of the very interesting report on these schools, which he has been in the habit of sending; and I fear it may have some effect in checking the growth of these very useful institutions. I quote, however, the following remarks from the report of the present Deputy Commissioner, whose recent arrival in the district has prevented his acquiring any personal acquaintance with the state of the schools:—

"The number of Government Female Schools is now 90. This is an increase of 17 "above the number open last year. A list of these schools, with the names of the teachers "and the numbers of pupils, is an enclosure to this report. The total number of pupils is "2,340. Of these 151 are said to be learning English. I have seen specimens of their "writing, which are decidedly creditable to the teachers, but at the same time clearly indi-"cate that the knowledge of English, possessed by the pupils, is as yet purely elementary. "The number of pupils in the Hindee female grant-in-aid schools was believed by my pre-"decessor, Captain Elphinstone, to be nearly 3,000. As yet these schools have not been "subjected to any inspection. Their mere existence, however, is a matter for congratula-"tion, and I have confident hopes that the time will come when a desire to prove that "some progress has been really made, and a spirit of emulation will prompt the Managers "of these institutions to ask for a system of regular supervision as a loan."

"The progress made by the girls in the city of Jullundur has been remarkable. I am credibly informed that they can read Urdu and Persian fluently; and their writing I have seen, and can testify to its being very good. Geography and arithmetic are also taught, as well as various sorts of ornamental needle-work, of which I have several excellent

specimens. The number of girls learning English has increased from 53 to 151. They are taught partly by the Superintendent, and partly by a young man, a son of one of the teachers, who was educated in the Jullundur Mission School. Their English hand-writing is very good. The Superintendent now extends her visits to the schools in the towns and villages scattered about the district, which, under the encouragement thus afforded, are making very satisfactory progress. One school at Nakodur, I am informed, is superior, as far as the attainments of the girls in the vernacular are concerned, to even those in the town of Jullundur itself.

HOOSHIYARPOOR.—" Of the Hooshiyarpoor girls' schools I know nothing beyond the scanty information supplied in the annual remarks of the Deputy Commissioner :—

" There are at present in all six Female Schools. Of these four have been established " in the year under report, viz., one at Hooshiyarpoor chiefly through the exertion of " Sheikh Sundee ; one at Khanpoor, one at Narowal and one at Oonah. The total " number of girls of these schools are said to be 128, and three or four more applications " for new schools have been received, and are under consideration."

KANGRA.—" The prospects of female education in the Kangra District have been considerably raised by the transfer thither of Major Elphinstone. Of the schools already established, I have visited three times (once in company with you) the one established at Noorpoor. It contains between 30 and 40 girls, chiefly Cashmeerees, who learn Urdu and Persian reading and writing. Some of them have made very fair progress. Of the future prospects of female education in the district, Major Elphinstone writes as follows :—

" In this branch a great increase may be anticipated. One girls' school was started last " month in the upper part of Dhurmsala ; another has been established by Mr. Shaw at " Kunyarah ; and upwards of 20 applications have already been received from various " towns and villages for sanction to establish new ones. Several of the notables of the dis- " trict are about to attend a Conference on the 1st of May 1865, when Female Schools and " other educational matters will be discussed before the Deputy Commissioner ; and from " the enquiries made, it would appear that in the principal towns at least the people are " desirous of introducing female education."

AMRITSUR.—" The Amrisur District has one school fairly attended and open to inspection ; but I have not had an opportunity of seeing it.

GOORDASPORE.—" The Goordaspore District has still three schools. One of them has, however, been transferred from Futtehgurh, where I saw it last year, to a village near Goordaspore. The school at Deenanuggur has made very fair progress. It is attended by the daughters of the most respectable families in the place, many of whom can read freely any Urdu book, and write easy sentences from dictation. At Goordaspore the attendance has very much fallen off, but very good progress has been made by the few girls who remain—one of whom is almost qualified to act as a teacher, an office in which she might soon be employed with advantage. The other school has been but recently established.

LAHORE.—The number of schools in the Lahore District, shewn in the returns, has increased from three to nine. One of these is in the city of Lahore, two are situated in villages, and the remainder in the various Kotes that form the town of Kussoor. The first named school has made very fair progress. A large number of the girls can now read tolerably well, though they have not made much advance in writing. The two schools in the villages have made no progress whatever. Those at Kussoor have been started with great difficulty owing to the strong prejudices of the people. They are now, however, well atten-

ded, and that by girls of good family. I visited them all, but as they are still quite in their infancy, there is nothing in them calling for special report.

FEROZEPORE.—"In the Ferozeore schools good progress has been made by the girls in reading, but writing has not generally been well taught. The greater number of the schools has been quite recently established. The Deputy Commissioner reports of them as follows:—"Female Schools have increased from three to ten. Some of the Female "Schools, although as yet very elementary, are highly interesting and full of promise. "There cannot be a doubt that the great cause of female education has made a decided "commencement here as elsewhere; and that the humble and scattered seminaries, now "existing, contain the genus of mighty movement yet to be developed."

MOOLTAN AND MOZUFFURGURH.—The schools of these two districts remain as before.

Jail Schools.

45. Next in order, according to the prescribed tabular statements, come the schools for the education of prisoners in the District Jails. The number of Jails is the same as last year, namely, eight: the number of prisoners under instruction has increased from 2,325 to 2,355, and the average daily attendance from 1,913 to 2,073. The percentage of the men under instruction, who are able to read and write more or less, has fallen from 12 to 10 per cent; while the number of men, who have not learned to read at all, has increased from 33 to 80 per cent. As only one hour a day is given by each prisoner to his studies, and as this is a part of their work which they most dislike, and to which consequently they give least attention, no very great amount of progress can be looked for. If, however, the Civil Officers would evince somewhat more interest than they generally do, in this part of the prison discipline, there can be little doubt that better results would be obtained.

JULLUNDUR.—"In the Jullundur Jail good arrangements for educating the prisoners have been made. A prisoner instructs them during the day, and after 4 o'clock a paid teacher gives them instruction for an hour. The Officer in charge of the Jail writes regarding it as follows:—

"The prisoners of the 6th class read Kurreema and Pund Sood Mund as prescribed "by the Educati nal Department. They have learnt up to addition and subtraction in arith-"metic, and write easy sentences. The 7th and 8th classes read and write the prescribed "books."

KANGRA.—A small number of prisoners is under instruction in the Kangra Jail, and but slight progress has been made.

AMRITSUR.—"The Amritsur Jail is one of the largest and most important in this Circle, but a very small number of prisoners appear to be under instruction, less, indeed, by nearly 200 than at the close of the former year. Education in this Jail appears to have met but little encouragement from the Civil Authorities; and for some months the school was closed altogether, and has but lately been reopened. Two of the prisoners are returned as learning English, probably with a view to their employment in the Press.

GOORDASPOOR.—"The Goordaspoor Jail is divided into two parts—one for adults, the other for juvenile offenders. The latter is styled a reformatory, but does not appear to have any special discipline to give it a claim to such a title. I can quite corroborate the Deputy Commissioner's report which states—that "the Jail scholars have, up to date, learned nothing at all."

LAHORE CENTRAL JAIL.—"The instruction in this Jail is well attended to by the Superintendent, Dr. Gray, and the progress of the pupils has been satisfactory. A larger number of prisoners is under instruction than in the last year; and Dr. Gray reports that

"this would have been greater, but for the prevalence of an unusual amount of sickness "since the commencement of the year."

FEROZEPOOR.—"The Ferozepoor Jail School is also well looked after by the Officers in charge of it.

MOOLTAN.—"There is a very good teacher in the Mooltan Jail, aided by a very inefficient Assistant. Fair progress has been made by some of the prisoners, though the little attention paid to the subject of education by the Civil Officers, and, following their example, by the Darogah, prevents the teacher from having the authority and influence with the men that he ought to have.

GOOGAIRA.—"I have not had an opportunity of visiting the Googaira Jail; but the number of prisoners under instruction has decreased, and, I believe, but slight progress has been made.

Private Aided Schools.

46. "I now come to treat of private institutions receiving aid from Government. These are divided into six classes:—Colleges, Private Schools of a Superior, Middle and Lower Class, Elementary English Schools connected with Governmemt Vernacular ones and Female Schools. I will speak of each in order.

1. Colleges.

47. "Private Colleges enter now, for the first time, into the returns for this Circle. Only one, however, viz., that at Lahore, as yet appears in the returns, though another has been recently opened in connection with the Church Mission School at Amritsur. The Lahore Mission College contained, at the close of the year, 14 studends, who are divided into two classes, one of which contains those students who passed the Entrance Examination in 1863, and the other those who passed in 1864. They are taught by the Head Master of the school, and the Revd. gentlemen forming the Mission.

2. Schools of the Higher Class.

48. "Private schools of the higher class in this Circle have been increased in number from seven to eight by the promotion of the Normal School. The number of scholars has increased from 1,253 to 2,263, and the average daily attendance from 1,005 to 1,768. The number of English scholars has also risen from 1,193 to 2,046. The amount collected in fees has not risen in proportion to the increase in the number of scholars, the total for the year under review being Rupees 2,567, or only 132 Rupees more than in the previous year.

General Progress.

49. "The general progress in studies of the schools of this class has been highly satisfactory. Three of them sent up candidates to the Entrance Examination of the Calcutta University, and obtained considerable success, as will be seen from the annexed Tabular Statement. These three schools are the only ones, with the exception of that at Kangra, and, perhaps, that at Narowal, that are likely at any time to send candidates for matriculation; and the Kangra school is now preparing lads for the next examination. While speaking of superior education in this part of the Punjab, I may here mention that the Amritsur Presbyterian Mission School at Kuppoorthulla also sent three candidates to the last Entrance Examination, who did not, however, succeed in passing.

Lahore Mission School.

50. "The Lahore Mission School continues to bear the high character it has always deservedly enjoyed. A large number of Branch Schools (about 16 I believe) have been opened in connection with it in different parts of the town; and, though this measure has considerably reduced the

attendance on the Main School, it has brought much more than double the number of boys under instruction. There are now 1,308 names on the books instead of 525, which was the number at the close of the former year; and the average daily attendance has increased from 411 to 1,016. All the boys learn English, besides Urdu or Persian, and the organization, both of the Main and the Branch Schools, is excellent.

Church Mission School.

51. "The returns for the Amritsur Church Mission School shew a very slight improvement in the attendance; but they do not include the Branch School established by the Mission in the city, which contains about 200 pupils. This, though no special grant has been given for it, might fairly have been included in the returns. The cost of education in this school is very high, viz., Rupees 53, which is more than that in any Government Zilla School, except Mooltan. The success of some of the pupils of the school speaks well for the care bestowed on the highest class; but it will be some time before even the unwearing exertions of the Manager, the Revd. F. Wathen, can succeed in bringing all the classes to an equally satisfactory state.

Jullundur Mission School.

52. "The Jullundur Mission School maintains its high character. It is excellently conducted by the Revd. Goluk Nauth and his Head Master, Baboo Kali Churn, who are assisted by able teachers. The number of registered pupils has increased from 300 to 366, and the average daily attendance from 230 to 290, and the amount collected in fees from Rupees 103/ to Rupees 153/. The cost of education is very moderate.

Kangra Mission School.

53. "The Church Mission School at Kangra also shews a slightly impoved attendance. The pupils have made fair progress, and some are preparing for the next Entrance Examination to the Calcutta University.

Lahore High School.

54. "The Lahore High School has lost a considerable number of its pupils, there being only 21 names on the books at the close of the year under review, instead of 31 in the previous year. Its former Head Master, Mr. Thomson, has been transferred, during the year, to the Canning College at Lucknow, and the school has since been under the charge of Mr. Shea, who has not allowed its efficiency to decline.

Adult Schools.

55. "The two Adult Schools in Lahore contain 146 scholars, a slight falling off on the former year. They afford a good English education to a class of persons, who could not enter our ordinary schools; while the one, which is held in the Government School house, affords to the senior pupils of the latter institution, an opportunity of prosecuting their studies out of the regular school hours, with the aid of efficient teachers.

Narowal Church Mission School.

56. "The Church Mission School at Narowal has been raised from the footing of a vernacular to that of an Anglo-vernacular school. For this purpose a considerable increase has been made to the Government grant, and a well qualified Head Master has been appointed. I have not had an opportunity of visiting this school during the year; but as it has been constantly under the supervision of the Revd. J. M. Brown, who gives much of his time to it, I have no doubt of its having made good progress. The attendance has somewhat improved, and the fee collections have considerably increased, though still less than they ought to be.

3. Private Schools of the Middle Class.

57. "Of the four schools, which were returned last year as belonging to the Middle Class, that at Narowal has been transferred to the higher grade; that at Lahoul, from which, however, no returns have

been received, to the lower class, and that at Dhurmsala has been abolished. The Jundiala School alone remains, and to it has been added the school established in the Ferozepore Cantonments, which I noticed in para. 68 of my last Annual Report. I will notice each of these schools separately.

Jundiala Mission School.

58. The Jundiala School was, during the early part of the year, under the charge of the Revd. W. Keene; but when he left for England he left it to the Revd. F. Wathen. The attendance has considerably fallen off, but in other respects it has much improved; a better qualified teacher having been appointed, and a native Christian Catechist having remained in chage of it during the whole year. The grant-in-aid has been increased, and the cost of education has considerably risen, and is now three times as much as in Government Schools of the same class. Fees have now been levied, for the first time, with any thing like regularity, and 46/ Rupees have been collected.

Ferozepore Cantonment School.

59. "The origin of the Ferozepore Cantonment School I narrated in para. 68 of my last Annual Report. An application for a grant-in-aid of Rupees 45/ having been made during the year, that amount was sanctioned by Government. The equivalent of the grant is raised by private subscriptions contributed by residents of the Cantonment Bazar, and Rupees 25/ have been collected in fees. The school is managed by a Committee of native gentlemen, one of whom has given a house for its accommodation. Captain Crutchley, the Cantonment Magistrate, exercises a general supervision over the school. The attendance is large, and very fair progress has been made by the boys.

4. Private Schools of the Lower Class.

60. "Two schools are returned as belonging to the lower class. These are the schools, or rather system of schools, belonging to the Moravian Mission in Lahoul, and the Elementary Vernacular School for *Guddees* at Dharmsala.

Mission Schools Lahoul.

61. "For two years no grant has been drawn for the Mission Schools in Lahoul, as the surplus of the grant drawn in 1862-63 has been found sufficient to meet all their requirements. No returns have been received from the Reverend gentlemen in charge of these schools, nor have they favored me with their usual interesting report.

Elementary Vernacular School Dharmsala.

62. "This little school was originally established by Mr. Philip Egerton, and has since been kept up by his successors in the Deputy Commissionership of Dharmsala. It is intended for the sons of the *Guddees* living in Dharmsala and neighbouring villages. Reading and writing in the Nagri character, and a little arithmetic, is all that is taught.

5. Elementary English Schools attached to Government Vernacular ones.

63. "The Elementary English Schools, attached to Government Vernacular ones, have increased in number and attendance. The school at Kumalia has been closed, and that at Noorpore placed on the footing of a Zilla School. On the other hand serveral have been opened at Sree Gobindpore in the Goordaspore, at Raja Sansee in the Amirtsur, and at Bungah and Nawashahar, in the Jullundur District, while a grant was given for a time to Beharee Lal to aid in the maintenance of his school at Madhopore, to which I have alluded in several previous reports. There were, therefore, at the end of the year under report, 13 schools of this class against 10 in the previous year. The number of pupils in these schools has increased from 297 to 532, and the average daily attendance from 256 to 470. The cost of education has diminished by one-half.

General Progress.

64. "There is no occasison for me to enter into details regarding these schools. They profess but little, and they fully accomplish the objects for which they were established, namely, to accustom the people gradually to provide, by their own exertions, for their own education, and to extend the desire for a good education. The course of study adopted in them is the same as that prescribed for the Zilla Schools; but few, if any, of them contain boys that have advanced beyond the 7th or 8th class of that course.

Madhopore School.

65. "Of the Madhopore School, however, I may give some account. It should scarcely have been entered in this table, as it is in every respect an independent school, consisting of English and vernacular departments. As I reported last year a Government Village School had been established at Madhopore to the pupils, of which Beharee Lal gave gratuitously instruction in English. This arrangement did not answer, and quarrels occurred between Beharee Lal and the vernacular teacher, which quite destroyed the usefulness of the institution. Beharee Lal then applied for a grant of Rupees 20/ per mensem to enable him to employ a vernacular teacher himself, and continue his school on an independent footing. This grant was sanctioned, but the removal of the head-quarters of the Canal Department to Lahore carried Beharee Lal away, and caused the breaking up of his school.

6 Female Schools; General Statistics.

66. "Female Schools receiving aid from Government, as shown in the returns, have fallen in number from 226 to 219. The Hindoo schools in the Jullundur District are not, however, included in this number, as no returns were received from them. The falling off has taken place entirely in the city of Lahore, where there are 26 schools fewer than in the last year. On the other hand the cities of Mooltan and Ferozepore have established aided schools, which did not enter into former returns. Notwithstanding the diminution in the number of schools, the number of names entered on their books has increased from 3,960 to 6,381, and the average daily attendance from 3,756 to 5,053. There were then, at the close of the year in this Circle, no fewer than 9,258 girls receiving instruction in schools maintained in whole or part by Government, which shews a total increase upon the former year of 3,043 girls. The Government grant bestowed on these schools has increased, during the year, from Rupees 13,152 to Rupees 15,199, and their total cost from Rupees 18,922 to Rupees 25,356.

Schools under the management of native Local Committees.

67. "Of the above named 219 girls' schools, 215 are under the management of native Local Committees. Of these I can offer no report, as I have no information whatever of their condition beyond that gathered in occasional conversations with various Members of the Committees.

Amritsur Female Orphanage.

68. "The Amritsur Female Orphanage has made fair progress. It is now under the energetic management of Mrs. Clarke, and has every prospect of doing well.

Christian Girls' School Lahore.

69. "A grant was given during the year to a school established at Lahore for the education of native Christian girls. This institution is managed by a Committee of native Christians, and is supported by private subscriptions, and the fees paid by the scholars, which have not, however, amounted to any considerable sum. English only is taught, and in this good progress has been made; but I think it would be very desirable that some instruction in the vernacular should also be given, especially as one of the grounds on which the application for the grant was based, was the anticipation that this school would furnish qualified female teachers for native girls' schools.

70. "I have much pleasure in being able to report most favorably of the Church Mission Girls' School at Kangra under the management of the Revd. Mr. and Mrs. Merk. Established under great difficulties, and meeting no slight opposition from the people of the neighbourhood, it has surmounted all, and attained a success which reflects great credit on both Managers and teachers. In reading, writing, geography and arithmetic, nearly all the girls passed a most creditable examination when I visited the school in June last. At the close of the year there were 54 registered pupils, a slight improvement on the preceding year.

Church Mission Girls' School Kangra.

71. "The number of girls attending the school in Anarkullee has increased from 24 to 30. The progress of the pupils has been satisfactory.

Anarkullee Girls' School.

72. "There now only remain the Normal Schools for me to notice. The amalgamation of the three schools in this Circle took place on the 1st January last. The new school, thus formed, has now a most efficient staff of Masters carefully selected from among the best teachers I could find. Mr. Mackintosh remains, as before, the Head Master. He is a painstaking, careful teacher, admirably suited for the post he occupies. He is assisted by Mr. H. Staines, formerly Head Master of the Simla Zilla School. The Persian teachers are—Maulvie Khoda Buksh, of Delhi; Maulvie Sheikh Ahmud, formerly Chief Mhurrir of the Jullundur District; Mehur Chund, late Head Master of the Mooltan Normal School, and Moonshi Imad-ud-deen; Gholam Mohi-ud-deen being the teacher of oriental caligraphy. The Hindee school has been removed to Hooshiyarpore, and placed under the supervision of the Head Master of the Zilla School there.

Normal Schools—amalgamation.

73. "It has been found, as you are doubtless aware; that many of the students, on first entering the Normal School, are ignorant of the very rudiments of knowledge. As it appeared to me to be unadvisable to waste the time of the expensive and superior staff of teachers in the Normal School in teaching the elements to such men, I suggested (and my suggestion was adopted) that preparatory classes should be established in two or three convenient central positions to give a preliminary course of instruction to all those students, who could not comup to the standard fixed for entrance to the Normal School. Such classes have, accordingly, been opened at Mooltan, Hooshiyarpore and Lahore; in the two former places, being under the supervision of the Head Masters of the Zilla Schools, and in the latter, under the Head Master of the Normal School there.

Preparatory Normal Classes.

74. "The course of study has been altered to suit the new organization of the school. The Entrance Examination to the Normal School has been fixed to include most of the subjects for the 1st class Village School Teacher's certificate. All students sent in by District Officers repair, in the first instance, and on a fixed date, to the nearest preparatory class, where they are examined in the subjects prescribed for the above examination. Those who satisfy the test are then passed on to the Normal School at Lahore; while those who fail, are kept to go through the elementary course in the preparatory class, which consists of the subjects required for the Entrance Examination. In the Normal School the course of training is to extend over three terms of six months each. The subjects of instruction are—History; Geography; Political and Physical; Algebra to Quadratic Equations; Six Books of Euclid; Arithmetic; Natural Philosophy; Urdu, Persian and little Arabic; besides method. The latter subject is to be taught by means of lectures, and model or criticism lessons during the two first

Course of Study.

terms, and in the last term by practice in the Model School, which will be one of the branches of the Zilla School.

General Statistics.

75. "The number of students at the close of the year, and the average attendance during the year, were considerably less than in the year preceding it. This, I think, may, in a great measure, be attributed to the fact that nearly all the teachers of this Circle have already been through a course of training, and I was unwilling to call them in for a second course until the reorganization of the Normal School should enable me to give them instruction of a superior description. The quota to be sent in from most of the larger districts has also now been considerably reduced, so that a smaller number of students must necessarily be expected. The total cost of education has slightly increased, but the cost to Government has fallen.

Examinations for certificates.

76. "The manner of holding the periodical examination for certificates has also been modified during the year. Instead of being quarterly, as before, it was determined that they should take place half-yearly. Again, instead of each Inspector examining his own schools according to his own standard, it was directed that all the schools of the Province should be examined by the same set of printed questions, the Inspectors taking each different subjects, and examining all the schools in them. This system, much fairer and more stringent, came into effect from the 1st October, 1864, when the first examination, under the new rules, was held.

Certificates awarded.

77. "The novelty of the system, and the increased rigor of the examination, caused a very large number of failures in all the schools of the Province; indeed very few of the candidates were deemed qualified for any grade of certificate. The advantages of the new system have, however, been shewn by the very much superior answers obtained at the recent examination held on the 1st April, 1865, which does not properly come into the scope of this Report. The annexed table will show the number of certificates that have been awarded during the year in each grade :—

NAME OF SCHOOL.	*Town School Grade.*			*Village School Grade.*			TOTAL.	Failed.
	1st.	2nd.	3rd.	1st.	2nd.	3rd.		
LAHORE, ...	...	4	5	3	1	7	20	21
JULLUNDUR, ...	...	3	3	3	5	10	23	23
MOOLTAN, ...	...	...	...	...	...	...	...	8
TOTAL, ...	...	7	8	6	6	17	43	52

RAWUL PINDEE CIRCLE.

INSPECTOR, LIEUTENANT R. S. ARMSTRONG.

2. "There are at present, established in this Circle, altogether 503 schools directly subordinate to Government. Of this number one is a Normal School, five Zilla Schools, 11 Town, 438 of the Village grade, seven Elementary English, six Jail, also 35 Female Schools, which last are not open to examination by the Inspector, and there are six private institutions receiving a grant-in-aid from Government. The registered attendance at Government schools has increased, the total number of names on the rolls amount to 16,029 boys, and there are 792 pupils in the Female Schools; average daily attendance is about 15,807. This statement shews an increase of 170 male and 384 female scholars over the returns of the preceding year. About 1,081 are studying English, and nearly 122 of these pupils are in, and beyond, the standard of the 6th class of the scheme of studies for Zilla Schools. The town and village vernacular classes are steadily improving. The total number of boys learning the vernacular is 14,887, and of this number 4,214 are advanced up to, and beyond, the standard laid down for the 6th class of Town and Village Schools. The remainder have not as yet made such progress owing to their having been a shorter period under instruction. The aggregate amount received in fees for the whole year is only Rupees 2,370/4/10. Though this sum is rather small, still there is an increase of 203/4/10 over the previous year. Moreover, it must be borne in mind, that these fees are taken only from the children of the non-agricultural classes, a large number of whom are permitted to attend on account of poverty without any payment at all, and that they are perfectly irrespective of the collections made for the One Per Cent Educational Cess on the land tax. The average cost of educating each boy in the Zilla Schools, during 1863-64, amounted to 24/2/10; whereas, during the year under review, the charge was 29/10/. The average attendance of March last, in all Zilla Schools, was 628, while in the town and village grade 11,996 were under daily instruction.

Zilla Schools.

3. "There are five Zilla Schools in this Circle, viz., at Goojrat, Sealkote, Goojranwalla, Jhung and Bhera. The total number under instruction is 877 students. All these schools are in a satisfactory condition. Great improvement has been made by the various classes since last year. In the English and Vernacular Departments the greatest care is taken that those learning English acquire a correct pronunciation, besides fully understanding the meaning of the passages from English authors that they have read. The five senior classes in all Zilla Schools are able to write from English dictation with tolerable accuracy and precision, are well grounded in English Grammar, and acquainted fairly with all the rules of Arithmetic and History of India, besides possessing considerable information of the Geography of the World. The senior classes have read up to the 3rd Book of Euclid, and acquired a good knowledge of Algebra. The senior divisions, in one Zilla School, have commenced the Arabic Grammar; their general knowledge of the Persian and Urdu languages is most satisfactory; passages from Persian and Urdu authors are read and explained in a manner which sufficiently shows that the greatest care and pains must have been taken by their English and vernacular instructors. I now purpose giving a brief sketch of the general condition and progress of education in each of the Zilla Schools successively.

4. "Under the supervision of the present European Head Master, Mr. Buchanan, a

Goojrat Zilla School

marked improvement has been made by the classes in general knowledge of all subjects in English, Pessain and Urdu. The general order and discipline in this school is now far superior to that of former years. There are 160 names on the register. Of this number about 137 attend daily for instruction. The 1st class of the scheme of studies for Zilla Schools in the Punjab is the senior, consisting of six pupils. There is no 2nd or 3rd class at present, as the students in the junior classes are not sufficiently advanced to be as yet promoted to a higher division. There are 10 pupils in the 4th, nine in the 5th, and 12 in the 10th, and 17 scholars belong to the 7th class. The other divisions contain 106 students in various stages of advancement. The progress made by the senior divisions, in Algebra and Arithmetic, is commendable, their knowledge of Euclid, History and Geography; is extremely good. The junior divisions are making satisfactory progress. Writing from English dictation, and written translations from Urdu into English, and vice versâ, were most creditable. The total amount collected in fees, during the past year, was Rupees 268/5/0, shewing an increase of Rupees 43/8/11 over the receipts of the previous year. The cost of educating each pupil, during the year under review, was Rupees 31/7/9. The highest fee taken in this school is eight annas, and two annas the lowest.

Goojrat Branch Schools.

5. "There are two Branch Schools in the city of Goojrat in connection with the Zilla School. Both are in a satisfactory condition, and have made fair progress. The classes are taught Engilsh by four of the senior pupils in the Zilla School. A Moonshee is attached to each branch, and teaches the boys, who are for the greater part extremely young, reading and writing in Urdu and Persian. The 8th is the senior class. As these pupils advance in their studies, they are transferred to the junior classes in the Zilla School. The establishment of these Branch Schools is extremely beneficial in promoting education, not only by filling up vacancies and increasing the number of pupils in Zilla School classes, but by affording the means to many of receiving instruction, who would not be able to attend the Zilla School on account of distance, and who might not desire to receive so sound an education as those in the Main School classes obtain. The total number of pupils attending the Branch Schools, up to the end of last month, was 150. The schools were opened in June 1864. Their general condition, and the increasing number of scholars, must be a sufficient proof of the utility of their establishment. The arrangement of granting small stipends to the most advanced pupils in Town and Village Schools, to enable them to have the opportunity of acquiring a good knowledge of the English and vernacular languages, by attending Zilla Normal Schools, and have the means of supporting themselves, when absent from their houses, is very judicious, and must tend to increase the desire for education, also bring to notice the talents and abilities of those, who are superior in attainments to the rest, which probably would not so early be noticed had they remained in schools of a lower grade.

Interest taken in education by the Local Authorities.

6. "The Local Authorities in Goojrat take great interest in the well-being and progress of the Zilla School. The native gentry follow their example, and this feeling is growing daily stronger and deeper in the minds of all the native community, who apparently seem to be fully aware of the great advantages gained in every respect by the spread of education. The Local Committee of Public Instruction are generally selected from the native residents of the place on account of their position and respectability. Their meetings are frequent, and their suggestion and views on educational matters prove how deeply they are interested, and how strenuously they support, and endeavour to promote, the advancement of education.

Sealkote Zilla School.

7. "This school has much improved during the last year, both in the advancement of the classes, and average daily attendance. There are now 11 pupils in the senior class, which is the 5th of the scheme of studies. The 4th class, which consisted only of five students, has been abolished, for the present, as the pupils were transferred to other Zilla Schools. The chief reason of their transfer was, that the larger portion of the Head Master's time daily was taken up in their tuition. The average attendance for March last was 80 out of 110 names on the register The latter shows an increase over the past year of 40 pupils. The amount collected in fees has greatly increased to a corresponding extent with the number of students. The appointment of Baboo Uma Churn Ghose, as Head Master, has tended greatly to the general advancement of the school. Prior to this arrangement being carried out, the average attendance was very small, and its general condition not satisfactory. There appears to be a strong desire to learn English among the inhabitants of this district, hence I am sanguine of great progress being made by the classes in this Zilla School. The annual cost of educating each student, for the year under review, amounted to Rupees 33/11/8. The highest fee taken is eight annas. There are 28 boys in and above the 7th class.

Goojranwalla Zilla School.

8. "In this school the 2nd class is the senior, consisting of seven boys. On account of the improvement made by the pupils in the 4th class, they were directed to study the subjects laid down for the next senior division. In the 7th, and as far as the 3rd class, 35 students are studying English and vernacular. Their knowledge of these subjects has greatly improved since last year. Great care had been taken, apparently, to cause those under instruction in the various classes, to fully understand, and to be able to explain in Urdu, without hesitation, the meaning of English extracts read from the text-books. I remarked the dictation was generally written correctly. The hand-writing of all the students requires improvement, as well as writing translations from Persian and Urdu into English and vice versâ. There are 206 names on the register, which shows an increase of 75 boys over the number of last year. The average daily attendance is about 146. This may be considered small, but it is owing to the prevalence of sickness in the city, which was so bad about two months ago, that the school was closed for a short time. I look forward to see, before long, the classes in this school so advanced as to be equal to those of any Zilla School in the Punjab. The present Head Master, Mr. Lambert, is energetic and painstaking. Well selected Assistant Teachers in the English branch have been appointed, and the vernacular department possesses a staff of instructors, whose lingual attainments are considerable. The amount received in fees for the past year was 122/10/6.

Hindee Department.

9. "The Hindee department has lately been opened, therefore no progress, worthy of remark, is as yet apparent. There are 117 boys learning that language under the tuition of a Pundit, who is at present on probation.

Local Committee of instruction.

10. "The Local Committee of instruction are regular in their meetings, seem to be animated with a strong wish to do all in their power to promote education, and take a strong interest in the welfare and general improvement of the Zilla School. The large vernacular Branch School in the city, in which about 151 boys are in various stages of vernacular knowledge, will be raised immediately to the town grade, unless its classes are amalgamated with those of the Main School.

Cost of educating each pupil.

11. "The annual cost of educating each pupil amounted to Rupees 32/1/7.

Jhung Zilla School.

12. "Throughout the year steady improvement has been made, and the general knowledge evinced by the larger portion of all classes in their English and vernacular studies is commendable. The highest class at present is the 4th of the scheme of studies, consisting of five students. The junior divisions are making fine progress in English. Writing from dectation was generally good, and the knowledge possessed by all the students in Grammar, Geography and Arithmetic was satisfactory. About one-fourth of the total number of pupils are in, or beyond, the 7th class. Great care is taken that vernacular studies are not neglected for the sake of increasing their knowledge of English. The attainments of all the divisions in the vernacular branch are extremely satisfactory. Written translation from English into Urdu and Persian requires slight improvement, not being sufficiently idiomatic. I consider improvement in this respect has been made since last year's inspection. The Head Master, Baboo Opendar Kishen Bose, is extremely well qualified for his present appointment, being zealous and indefatigable in promoting education among all classes of the inhabitants, and much respected and esteemed by the native population of Jhung and Muggiana.

Names on the Register.

13. "The number of names on the register for March last was 141; the average daily attendance 104.

Amount collected in fees.

14. "The amount collected in fees shows a satisfactory increase of about Rupees 140. There is a Hindee branch in this school. I consider it is in a satisfactory condition. There are 39 pupils divided into three classes.

Local Committee of Public Instruction.

15. "The Local Committee of Public Instruction are well selected. Their endeavours to promote the cause of education all over the district are praiseworthy.

Bhera Zilla School.

16. "Since the transfer of the Zilla School from Shahpoor to the populous town of Bhera, the attendance of students has largely increased. This measure has been attended, too, with other advantages. The school, in former years, was in a condition far from satisfactory, and the attendance of pupils would always have been small as long as it remained in Shahpoor, owing to that station being thinly inhabited, and the small town of no very great importance. The present Head Master, Baboo Jadonath Chakarbattee, is steady, and a great improvement on his predecessor. Under his supervision the school at Bhera is in a tatisfactory condition. The 4th is the senior calss, and there are no 5th and 6th divisions. There are seven boys above the standard of the 7th class. The general progress made, and knowledge evinced by the pupils of the 4th and 7th divisions, is creditable. Reading passages from English authors was done correctly, and pains must have been taken with their pronunciation. Marked improvement was apparent in the general acquaintance with Geograghy and History of all classes; translating from Urdu into English must be more frequently practised, as well as writing from English dictation. The selection of Moonshees is good, and all the pupils are well versed in vernacular knowledge. There are 135 names on the register; the average attendance for last month was 97, and that for the whole year 92. The school is very well thought of by the community of Bhera, and is steadily increasing and improving, not only in the number of pupils, but in the progress made by all classes. The amount received in fees for the whole year is Rupees 148/5/9. I do not think so strong a wish for education is apparent in this district, particularly at Shahpoor itself, as elsewhere. This apathy, however, does not exist to any thing like the same extent at Bhera,

17. "The Hindee classes are not at all in a satisfactory condition at present. Unless improvement is apparent shortly, I should recomnend them to be abolished. There are two, consisting of about 40 boys, all of whom are extremely backward, and not making the least progress.

Hindee Branch.

18. "The Local Committee of Public Instruction are energetic in the perfomance of their duty; their meetings are regular and frequent. The cost of educating each pupil for the past year amounted to Rupees 22/7/2.

Local Committee of Public Instruction.

19. "There are 11 Town Schools in this Circle. One at Kotlee Lohărăn in the Sealkote District has been reduced to the village grade, as the attendance and number of clases had fallen below the standard.

Town Schools.

"In the three Town Schools, marginally noted, English is taught in addition to the vernacular. The registered attendance for last month was 903, showing an increase of 70 in comparison with the number under instruction during 1863-64. Of this number 193 students are above the 6th class. The amount collected in fees is somewhat lower than last year.

Pusroor, Zaffarwal and Daska.

20. "The progress made in the Female Schools of Kunjah, Kallar, Dingah, Hafizabăd, Chukowăl and Zaffarwăl, in the Goojrat, Rawul Pindee, Goojranwalla, Jhelum and Sealkote Districts respectively, is extremely satisfactory. The 2nd class is the senior at Koonjah and Zaffarwal; the 3rd is the highest in the others. The advancement made in Persian and Urdu by all classes is considerable. The greater number of senior students were fairly advanced in Euclid and Algebra, and their general knowledge of Arithmetic, Geography and History, was creditable. The remaining schools of this class, although having pupils in the 3rd class, are not so well advanced in the vernacular, and do not possess so much general information of the different subjects taught. In all schools of this grade there is a Head with an Assistant Teacher, and the selection of these instructors appears to have been most judiciously and carefully made.

Progress made in certain Town Schools.

21. "There are 65 names on the register of the Kalar Town School. The average daily attendance is about 64. In the 3rd class, which is the senior, there are two pupils, and eight in the 4th and 5th divisions. The progress made in Euclid, Geography and History of India, is commendable; and extracts from various Persian and Urdu authors were read correctly. More pains must be taken in arithmetic and dictation. Fourteen boys form the 6th class. The general state of their knowledge on most subjects is satisfactory. The Head Master, Dassoundi Khan, is well suited for his position, and has worked diligently. The Assistant Teacher, Gholam Mohi-ud-deen, teaches his classes in a painstaking and very creditable manner. This school was raised about seven months ago to the grade of a Town School. The school building is large, well arranged, and advantageously situated.

Kallar Town School.

22. "There are seven boys in the 3rd or senior class, two of whom obtained stipends of 5/ Rupees per mensem, and have been directed to proceed to the Normal School at Rawul Pindee for further instruction. There are 26 boys in the 4th and 5th divisions, and 57 in the junior classes, making a total of 90. The average attendance for last month was about 78. The knowledge of Euclid, 1st Book, Arithmetic, History of India, Geography of the World and Persian Grammar, evinced by the senior divisions, was extremely good. The Head Master, Bhagwan Dass, and

Chukowal Town School.

the Assistant, Bhagwan Singh, are very popular with the inhabitants, who have apparently a fair amount of interest in the well-being and advancement of the school.

23 "The school house is a large building advantageously situated near the Bazar, and the rooms are capacious and well arranged. I hope to transfer, on my next visit to this place, a few more of the senior boys either to Zilla Schools, or to the Normal one at Rawul Pindee.

Rhotas Town School.

24. "In this school there are 75 pupils; the average attendance for the past year was 59. The 3rd class is the senior, consisting of 4 students; 30 in the 4th, 5th and 6th classes, and 41 in the junior divisions. Improvement has been made, but there is room for still more. The general knowledge possessed by the senior classes was tolerably creditable. Reading passages from vernacular books, embracing both Persian and Urdu writers, was not satisfactory. Greater pains must be taken in this respect, as well as futher progress made by all classes in arithmetic and writing from dictation. The Teacher, Alim-ud-din, has been upwards of nine years in this school, and is esteemed and respected, to a certain extent, by the inhabitants, but is not particularly zealous in the performance of his duties. The school house is strongly built, but is rather too small, and the rooms are not well arranged.

Dinga Town School.

25. "The 3rd is the highest class in this school, in which there are four pupils. The 4th and 5th classes consist of 13, and 51 belong to the junior divisions, making an aggregate of 68. There has been a falling off in the number of pupils since last year without any proper cause. The progress made by the students of the senior class in arithmetic is barely sufficient; but in other subjects I do not consider any fault can be generally found. The Head Master, Sharaf-ud-din, is well qualified, and performs his duties in a satisfactory manner. The Assistant Teacher, Kalloo, is hard-working, and takes a good interest in the advancement of his classes.

Kunjah Town School.

23. "This school is in excellent condition. The 2nd is the highest class. There are three pupils in this division well advanced in Algebra and Euclid, besides possessing considerable knowledge of Persian and Urdu, Natural Philosophy, Grammar, History of India and Geography. Writing from dictation requires improvement. There are eight boys in 3rd and 4th classes, and 26 in the two next junior divisions. The remaining 48 students belong to the lowest classes in the school. Satisfactory progress has been made by all in reading extracts from the vernacular text-books in Persian and Urdu, and a fair acquaintance with History, Geography and Arithmetic has been acquired. More pains ought to be taken by all classes with their hand-writing and orthography, and further practice is required in writing translations from Persian into Urdu. There are 85 names on the register, and the average daily attendance is about 82. The Head Master, Emam Ali, is extremely intelligent, and has received a good vernacular education. The Assistant Teacher, Ganga Ram, has worked well, and takes great pains with his classes. The school house is a particularly strong and substantial building, the rooms large and systimatically arranged; moreover, its position is good.

Pindee Bhattian Town School.

27. "The school at Pindee Bhattian was raised to the Town grade at the commencement of the year. There are 48 boys' names on the register, and the average attendance during the past year was about 46. This school is in a large and populous town; the inhabitants are interested in its welfare and advancement; and it may be considered in a satisfactory condition, and one that is likely to become a good school of its class. The classes are fairly informed on all subjects. Besides the 3rd division, in which there are three boys only, the 4th and 5th classes, con-

sisting of nine students, have made commendable advancement. Writing from dictation must be more frequently practised, and it is necessary that care should be taken in orthography generally. The junior classes are good. Mahomed Azeem, the Head Master, and the Assistant, Ishar Dass, are, in every respect, fit for their present position, both as regards their attainments, and their steadiness in private life. The school house is not yet completed, but will be large and commodious, and well adapted for its purpose.

Hafizabad Town School.

28. "The general sate of all classes in this school is satisfactory. The 3rd is the senior class, which consists of six students. The progress made in Euclid particularly is commendable, besides which the pupils possess a fair knowledge of Persian and Urdu, Arithmetic, Grammar, History and Geography. There are 38 students in the 4th, 5th and 6th classes. Written translation from Persian into Urdu requires improvement, and greater attention ought to be paid to orthography. Several pupils in the junior classes were not sufficiently advanced in History of India and Geography.

"The total number under instruction was 123, and the average daily attendance 105. The Head Master, Gunpat Rai, is not sufficiently energetic; but in other respects he is well qualified for his present employment. The Assistant Teacher, Doonee Chand, takes pains in advancing the knowledge of his pupils generally. The school house is a large building, and the rooms are commodious and well arranged.

Duska Town School.

29. "There are four pupils in the 4th division, and 19 from the 5th and 6th classes. Reading extracts from Persian and Urdu authors was done tolerably well, but sufficient progress had not been made in Geography and History of India. Improvement also is necessary in Arithmetic and Grammar. The junior classes are not so far advanced as I expected. The average daily attendance is about 45, and there are 66 names on the register. I am unable to make favourable mention of the Head Master, Gholam Mahomed as he is rather indolent and apathetic. There is no Assistant Teacher at present. The school house is a large building, kept in good order, and well situated. The inhabitants of this Tahseel are fairly interested in the school, but a little more zeal and energy, in this respect, would be beneficial to its welfare.

Pusroor Town School.

30. "This school is not getting on well. The 4th is the senior class, consisting of two boys, who are backward in Arithmetic, Geography and History of India, besides possessing but an inferior knowledge of the usual Persian and Urdu text-books and grammar. Great improvement is required in writing translations from Persian and Urdu. There are 14 boys in the next two junior divisions who are not making creditable progress. Although their reading from Persian and Urdu was better than would probably have been expected from their backwardness in Grammar, Arithmetic and Geography, I attribute this inferior state of the school to the want of energy on the part of the teachers generally. It is in some degree also occasioned by the changes in the instructors that have taken place since last year. Formerly Feeroz-ud-din was Head Master, and did his work fairly; but at the commencement of last year he was transferred to Zaffarwal, and the teacher of the Village School at Kotli Lohărăn, called Nubee Buksh, was directed to officiate in his stead. Again another change was affected in October last by the present incumbent, Shere Ali, being appointed. These changes must be detrimental to the advancement of the classes, but as Shere Ali is intelligent, and has received a good vernacular education, I hope to see the school classes improved rapidly. The Assistant Teacher, Kuttub-ud-din, has moderate attainments, and, under an energetic Head Master, would probably do well. With reference to the average attendance there are 78

names on the register, while about 77 generally daily attend the vernacular classes. The inhabitants of Pasroor take a fair amount of interest in the school. The building itself is large and capacious, well situated, and in the most populous part of the town.

Town School Zaffarwal.

31. "The general state of this school is good, and it ranks as one of the best in my Circle. The 2nd is the senior class. Satisfactory progress has been made by the two pupils in that division in Euclid, Algebra and Natural Philosophy; and they are well advanced in Persian and Urdu. There are 16 students in the next three junior classes, who possess a creditable knowledge of Geography, Arithmetic, History of India; and writing from dictation 17 students from the 6th class, and fair advancement has been made by them in the vernacular during the past year. The junior divisions are doing well, and have made considerable progress. The previous teacher in this school, Fida Hosein, has been lately transferred to Dera Ghazee Khan. At present Feerozedin is the Head Master, who possesses a certificate of 2nd class town grade, is zealous and takes trouble with his pupils. The Assistant Teacher, Kurreem Buksh, also performs his duty to my satisfaction. The school is now carried on in a house hired for the purpose. This is a pity, as so large and increasing a school deserves a commodious building, which I hope to see ere long erected. There are 119 names on the register, and the average daily attendance for the last month was about 99. The inhabitants are not particularly interested in educational matters.

Maggiana Town School.

32. "This school has made good progress. It is situated in a large and populous town, and being heartily supported by the inhabitants, as well as under the management of admirably selected teachers, every obstacle is removed which could tend to mar, in the slightest degree, its advancement. Ahmad Ali Shah was appointed Head Master last year, in lieu of Kaniah Mull. At present the 4th is the senior class, consisting of five pupils. All read extracts from Gulistân correctly, and had a fair knowledge of Arithmetic, Geography and History of India. The junior classes were on a satisfactory footing and doing well. There are at present 98 names on the register, while the average daily attendance is 74. Of the whole number under instruction about 22 are in and beyond the 6th division. There has been a slight falling off in the number of pupils during the year, chiefly owing to the want of an energetic and well-qualified Head Master, which deficiency has now been supplied. The Assistant Teacher, Jan Mahomed, has no certificate of proficiency, but is diligent and painstaking.

Elementary English Schools.

33. "The schools of this class are not, on the whole, in a satisfactory condition. There are at present seven existing in this Circle, in the districts of Sealkote, Goojranwalla and Jhung. The teachers are well-paid, and certainly do not advance the knowledge of their pupils in a manner which might be considered creditable. The Elementary English School at Mogal Chack has lately been abolished, as the local subscription had fallen off, and the best pupils have been transferred to the Zilla School in Goojranwalla.

"The condition of classes in the school at Duska are a little above the average. I attribute this mainly to the painstaking of the teacher, Munee Ram. I consider that sufficient trouble or care is not taken in securing a good pronunciation. The object most of the teachers have in view appears that they may be able to state their pupils have read a certain number of pages in English without caring in the least whether the boys understand the meaning of the passages read. Consequently not proper progress is made. Writing from dictation was generally very incorrect; only a few students could spell ordinary easy words fairly. If greater attention was paid by the teachers there is no reason why

satisfactory progress should *not be* apparent. For the most part the pupils are intelligent, and knowing the advantages derived from learning English, they would naturally make considerable progress under good and zealons instructors.

Elementary English Schools in the Sealkote District.

34. "In the Sealkote District there are three Elementary English Schools.

35. "The teacher at Pusroor, Toola Ram, draws 30/ Rupees per mensem for the tuition of about 18 boys in the English language. The 8th class of the scheme of studies for Zilla Schools is the senior in the school, and consists of three students—only one of whom could read correctly passages from the 3rd Book of Lessons, and was able to explain its meaning in Urdu. The junior classes were progressing slightly, but many boys were unable to repeat the alphabet, although several could spell easy words, giving the corresponding meaning in the vernacular. Sufficient attention is not paid to grammar and writing from dictation.

Pasroor Elementary English School.

"The Head Master, Toola Ram, is not energetic in the performance of his duty. He was appointed in June 1862, and the amount of information possessed by his pupils reflects no credit on him.

36. "This school is in much better condition. The 8th class is the senior, consisting of six pupils, all of whom could read passages from Second Book correctly, and repeat poetry, besides possessing a fair knowledge of grammar. In the 9th and 10th classes there are 26 pupils making fair progress. I consider this school is likely to do well, and the classes to acquire a good elementary knowledge of English, so as to keep up with their vernacular attainments, and be able to take a creditable position in Zilla School examinations hereafter. The teacher, Mahtab Rai, who was educated in the Lahore Mission School, apparently takes some interest, and more than ordinary trouble with his pupils. I consider his conduct is commendable. He has been English instructor since November 1862. The inhabitants of this town seem to take considerable interest in the school, and Mahtab Rai is popular and esteemed by the larger portion of the native community.

Zafferwal Elementary English School.

37. "This school is getting on satisfactorily. There are 41 boys' names on the roll, the average daily attendance being about 40. The senior class is the 6th of the scheme of studies, consisting of five students. Some progress had been made by them in Hiley's Composition, and English poetry was repeated from memory fairly. Improvement is necessary in orthography and English grammar; and more frequently writing from dictation should be practised. There are eight pupils in the next two junior classes. Their knowledge of English grammar and spelling was commendable, and pains had been taken with their pronunciation apparently. All were able to read extracts from 2nd English Book correctly. The remaining students belonged to the 9th and 10th classes, and were merely beginners. Others more advanced were able to spell easy words and read selected sentences, and, on the whole, had done well and progressed favorably.

Duska Elementary English School.

"I think a Monitor ought to be appointed on a small stipend to assist in teaching the junior divisions, and that the senior class should be persuaded to complete their English education in the Zilla School, by which arrangement the teacher would be able to give more time to the other pupils. Munee Ram, the teacher, was educated at the Lahore Mission School, is zealous, and has done his best. He has held his present appointment since June 1864.

38. "The Elementary English classes established at Pasroor, Zaffarwal and Duska, are carried on in the Town School houses, whose condition and suitability have been fully described in my report on these schools. I think the English classes are rather crowded, which ought to be avoided as much as possible.

Elementary English classes carried on in the Town School building.

39. "In the Goojranwalla District, the three English Elementary Schools are not progressing in a very satisfactory manner. Altogether 80 pupils are studying English. The 6th class is the highest in the school at Bootala only. More time ought to be given to the vernacular, which would enable the students to translate English into Urdu with greater correctness than they are able to do at present.

Remarks on Elementary English Schools in Goojranwalla District.

40. "The Elementary English School at Akalgurh is under the supervision of Moula Buksh, who has not long been appointed. He seems to take some trouble and pains in performing his duty. At present the 7th is the senior class, consisting of two pupils. More attention must be paid to grammar and pronunciation. There are 25 names on the register, and a fair amount of interest is shown by the inhabitants.

Akalgurh Elementary English School.

41. "There are 34 students now under instruction in the English language, though the 7th class is the highest. Endeavours to some extent have been made to enable the pupils to acquire a fair pronunciation, and the correctness shown in reading easy English was creditable. The teacher, Sharaf Ali, has been nearly five years in this employment, and was educated at the Lahore Mission School. Considering the English classes have been in existence since that period, the progress made is hardly sufficient. Practice is necessary in spelling and writing, also greater trouble and care ought to be taken in the hand-writing of all classes. If easy Urdu sentences were translated and written in English by the senior division, I consider some advantage would be obtained.

Ramnagar Elementary English School.

42. "The school at Bootala, under the care of Devi Parshad, who was educated in the Government School at Lahore, is inferior to the others of a similar class in this district. The 6th class is the senior, consisting of five boys. Greater care must be taken, especially in pronunciation; and writing from dictation should be more frequently practised. There is no reason why this school should not make good progress; the attendance is about 18 daily in the English Branch. The native community take much interest in the welfare of this school. There is no 10th class. The teacher was appointed in May last, and possesses sufficient knowledge of English to perform his duties in a satisfactory manner.

Bootala Elementary English School.

43. An Elementary English School has been opened at Shorekote in the Jh ing District since February last. The teacher is called Harbhaj Rai, and is well suited for his present employment. The Deputy Commissioner visited this school in March, and found 18 pupils learning English, and considered the progress they had made during so short a time was extemely creditable and satisfactory.

Shorekote Elementary English School.

44. "There are 438 schools of this grade in my Circle; the average attendance is 13,984 for the whole year. Greater care is taken than formerly in having the names of boys absent beyond the prescribed period, expunged from the rolls, and any remarks, worthy of note regarding absentees,

Village Schools; General Statistics.

are generally entered. The progress of Village Schools is very satisfactory. Applications are periodically received in different districts from heads of villages for the establishment of new schools. In every district of this Circle the number of Village Schools have increased, shewing how popular and esteemed they are by the native community. In the large number of schools of this class, the 5th and 6th are generally the senior divisions. Several teachers are inferior in energy and natural abilities; but arrangements have been made for their transfer to other more suitable situations, or for their employment on a lower rate of pay. Some, who are not considered suited in other respects, will probably be altogether removed from their present appointments. Great care is taken in regulating the pay of a teacher not only by his scholastic qualifications, as shown by the certificate he may have obtained in the Normal Schools, but by his actual success as a teacher as well.

"The school houses are, for the most part, substantial and well-built, kept in good order and situated in the most advantageous positions, either in the village, or at a short distance from it. A few of these buildings were injured last rains, but they will be speedily repaired. There are several teachers who do not hold certificates of proficiency from the Normal Schools, and are chosen for possessing a large amount of general information in the vernacular, being able to read correctly the Persian and Urdu text-books used throughout the Punjab; besides having a tact for teaching, and being popular among the villagers. The system of training senior pupils to act as Monitors is likely to be productive of much good. In wild and sterile tracts of country, far distant from the main road, and thinly inhabited, such as are found in the Shahpore, Jhung and Rawul Pindee Districts, the schools are not on so satisfactory a footing; still they are doing well, considering the great disadvantages that education has to labour under. The increased wish and desire of villagers for education is considerably augmented by the continual and energetic exertions made by the superior local authorities, the subordinate native officials, and others, in promoting education, and the advantages gained by the establishment of schools, for the education to, however, small an extent of native children, are, I believe, fully understood and appreciated by the majority, if not the whole, of the native population. In many wild and uncultivated parts of the Shahpore and Rawul Pindee Districts several schools exist, which have but a small attendance, owing to the dislike of the inhabitants to education, on account of poverty and ignorance, and their unwillingness to pay the small fee required. In cases of this kind a large number are educated free of all expense, I am given to understand, and from personal inspection am of the same opinion, that many schools cannot be supposed to flourish to a satisfactory extent, until the feeling of dislike, shown by a small portion of the inhabitants of the most uncultivated parts of the Shahpore and Rawul Pindee Districts, is overcome, which only time and progress of knowledge can accomplish.

45. "The general conduct and character, private habits and disposition, are taken into consideration before teachers are permanently appointed to Village Schools. Such a plan being adopted must cause all the natives of the Punjab to see what care is taken in the selection of instructors for their children. This, I believe, to a certain extent, is the reason of the wish shown and energy displayed by the heads of villages, with a few exceptions, for the progress of education by the establishment of schools. It is also the reason for applications being periodically received, for the opening of additional ones in different villages, which possess a fair number of inhabitants.

Village Schools in Rawul Pindee District

46. "In the Rawul Pindee District there are 78 Village Schools, the daily average attendance is 1,743, and the total number on the register 2,009, of which 1,947 are stated to belong to the agricultural class,

and only 62 to the other class. This shows a decrease of 53 pupils in the year under review. With reference to the qualifications of the teachers at present employed in the village Schools, 38 are untrained, two have been once under instruction in the Normal School, 34 are holding certificates, and 15 at present studying in that institution. The condition of the Village Schools, which fell under my inspection, is as follows: three are good, seven fair, 20 moderate, 33 indifferent, and 15 are bad.

Village Schools in Jhelum District.

47. "There are 59 Village Schools in this district; the registered attendance is 2,110, and the average attendance 1,900. The number of boys belonging to the agricultural class amount to 1,882. There appears to have been a reduction in the attendance and number of students during the past year, in comparison with the former one, of 85 pupils. This is mainly attributable to the want of zeal and interest taken in education by many heads of villages, particularly in the Pind Dadun Khan Tahseel. Two additional schools will shortly be opened in places where this boon is likely to be fully appreciated. I consider the falling off in attendance of some of the Vernacular Schools is only temporary; and the Deputy Commissioner is of the same opinion. The progress of education in the Village Schools is slowly advancing. Of the number inspected by me 12 are fair, 24 moderate, 20 indifferent, and three are bad.

Village Schools in the Goojrat District.

48. "The condition of the Village Schools in the Goojrat District are satisfactory. At present there are 2,207 pupils, and the daily average attendance is 1,746. Progress in study has not advanced, as far as the number of classes are conceived, since last year; but many transfers have taken place on account of the pupils having occupied a certain amount of vernacular information and qualified for the next senior divisions. There are 61 Village Schools in this district, of which number seven are fair, 24 moderate, 27 indifferent, and three bad. Improvement in this respect will be probably apparent shortly. Steps have been taken to have certain removals and transfers made, which are considered beneficial, and likely to raise the condition of the schools generally.

Village Schools in Goojranwalla District.

49. "There are 81 schools of this class in the Goojranwalla District. Their general condition may be thus classed: one good, seven fair, 15 moderate, 35 indifferent, and 11 bad; 12 escaped examination. This is one of the two districts in my Circle in which the non-agricultural class is large. The schools are steadily improving. Three additional ones have been opened during the year under review. The total number of pupils on the rolls is 2,464, and the daily average attendance is 2,199. Therefore a decrease of 163 pupils has taken place during the past twelve months. All the buildings occupied as Village School houses are well suited, both as regards size and position for their present use.

Village Schools in Sealkote District.

50. "In this district the Village Schools are steadily progressing in every respect. There are 88 schools opened at present. Of this number one is good, 11 fair, 15 moderate, 35 indifferent, and 26 bad. The total number under instruction is 2,965, and the average daily attendance about 2,623. The 3rd class is the senior, consisting of nine students. Two pupils in the 3rd class of the Village School at Bulan, in the Pasroor Tahseel, have been transferred to the Normal School by me during my last visit; there are also four stipendiary students who have been sent for further instruction to the Zilla School from certain schools in this district. There are more trained teachers in this district than in any other of my Circle. There are, however, 10 holding no certificates; 10 others have received some instruction in the Normal School,

while 66 are holding certificates of various grades of proficiency, besides one who is at present under tuition in that institution. The school buildings are tolerably good, and generally well situated.

Village Schools in Shahpore District.

51. "Although education in this district labours under some disadvantages, chiefly caused by the strong feeling, almost amounting to dislike, evinced by a larger portion of the inhabitants south of the Jhelum river, the progress of education in the Village Schools has been as favorable as could possibly be expected. There are now 36 schools of this class. Their general condition can be thus specified: one good, which is situated at Khooshal, three fair, eight moderate, 15 indifferent, and seven bad. By the register the number under instruction is 1,473, and the average daily attendance 1,228. The school buildings are particularly good in this district, strong and well-built, and also advantageously situated.

Village Schools in Jhung District.

52. "There are now 31 Village Schools in Jhung District. One was opened in Chond lately by the Deputy Commissioner during his recent tour. This was formerly a private institution, but as it was equal to the standard of any Government Village School, and the inhabitants being very poor, were unable to support it any longer themselves, therefore it was taken over by Government. Before long two additional schools of this class will be opened at Kote Sultan and Bookharee, sufficient inducement for their establishment being found to exist. One school has been transferred from the village of Tagoki to Makiana, as no improvement was made in the school classes at the former place. The total number under instruction in the Village Schools is 756, and average daily attendance 591. The School houses are extremely good and well situated. No improvement is necessary in this respect. After carefully perusing the report received from the Deputy Commissioner for the past year, and looking at previous ones, also bearing in mind the wild and uncultivated portions and thinly-populated places of the district, I consider the Village Schools, with a few exceptions, are decidedly in a satisfactory condition.

Government grand-in-aid Schools.

53. "There are altogether eight private schools in this Circle.

Rawul Pindee City Mission School.

"The Mission School at Rawul Pindee is under the care and management of the Revd. H. Orbison, of the American Presbyterian Mission. Improvement is apparent among all classes in this institution. A fair knowledge was shown in Geography, Arithmetic and History; and writing from dictation was equally satisfactory. Progress had been made in Euclid and Algebra. The greater number of pupils read extracts from Persian and Urdu authors with tolerable correctness. The total number of scholars under instruction by the register is 186, which shows a favourable increase over the previous year. The daily average attendance is 122. Of this number 81 pupils learn English, and the senior division is equal to the 3rd class in Government Zilla Schools. This school has been established since September 1856. Formerly it was not in a satisfactory condition, owing chiefly to the difficulty of procuring good teachers. However, to a certain extent, this drawback to its advancement has been overcome. This school also has a branch one in the city.

Rawul Pindee Cantonment European Bazar School.

54. "This institution is in the charge, and under the supervision of, the same Mission. The school is situated in the Bazar of the European lines. The greater number of pupils are relations of the officers' servants, and native shop-keepers resident there. The number under instruction must be always fluctuating on account of changes so frequently occurring among the temporary

residents in that part of Rawul Pindee. At present the total number under instruction is 60. About 40 boys can read and write English fairly, and possess a slight knowledge of Geography, History and Arithmetic. The daily average attendance, for March 1865, was 45 pupils. This school seems to be getting on, and is well thought of.

Rawul Pindee Suddar Bazar School.

55. There is another school in the Saddar Bazar carried on by the same Mission, in which English is not taught. In the vernacular tolerable advancement has been made. Passages from Urdu authors were generally read correctly. On the register there are 50 entries, and about 46 boys attend for daily instruction, and possess some knowledge of arithmetic and geography. There are two classes—the 8th is the highest. Altogether I consider this school is gradually improving, and likely to do well. The attendance shows a favourable increase over that of the previous year.

Sealkote City Mission School.

56. "This school was formerly under the care of Revd. E. Stevenson, of the American Mission; but was closed in September last. Since that time Revds. R. Taylor and Patterson, of the Church of Scotland Mission, have opened a school in the city, and obtained a similar grant-in-aid from Government, to that which had been allowed to the former Mission, for partly defraying the expenses of its maintenance. The number of pupils on the register, at the end of last month, was 94, and the average daily attendance 80 students. Considerable improvement has taken place lately. The classes have been carefully arranged, according to the attainments of the scholars, and good and well-qualified teachers have been obtained. The school is popular and likely to succeed. There are three classes learning English, consisting of 21 students. The progress made in reading and writing English from dictation, Geography, Grammar and History is satisfactory. There are five classes studying the vernacular, who are able to read extracts from the usual Urdu and Persian authors fairly, and have some acquaintance with vernacular grammar. Greater attention should be paid to writing translations from English into Urdu and vice versâ, and more time bestowed on the study of arithmetic. The senior class, both in the English and Vernacular branches, would be on spar with 3rd or 4th classes in Zilla Schools.

Sealkote Cantonment Mission School.

57. "The Cantonment Mission School is presided over by the Revd. gentlemen who have established the similar institution in the city of Sealkote, reported on in my previous paragraph. The average attendance for March last was 50 pupils. The total number under instruction, as shown by the register for that month, amounts to 66 students. By this statement it is evident the school has greatly improved in the number of its scholars since last year, although the attendance must be fluctuating to a great extent owing to the frequent changes occurring in the cantonment, and in the number of troops periodically stationed at Sealkote; as the attendance is chiefly derived from the children of camp-followers. In spite of these disadvantages, the school is on a satisfactory footing, and its interests are carefully looked after by the Reverend Managers.

Number of students learning the vernacular

58. "There are 18 studends learning English, and 62 studying the vernacular. The greater number of those acquiring a knowledge of English are getting on well, are able to read correctly, and possess a fair amount of information in Geography, History of India and Grammar; besides being able to write fairly from dictation. Greater pains and more time should be devoted to written translations from English into Urdu and vice versâ. Generally the progress in Arithmetic, using Persian figures, was satisfactory, and the advancement made by all classes in Persian and Urdu was fair.

Wuzeerabad Mission School.

59. "This school was established by the Scottish Mission at Sealkote. The Head Master, Mahomed Shaffi, has the general management of the school, and is well suited, in every respect, for his present employment. There are nine classes; the total number of names on the register amounts to 80; and the daily average attendance has been about 77 throughout the year under review. There has been a steady increase in the number of pupils since 1863-64. More than 35 pupils are studying English, and are formed into four classes, making fair progress in Geography, History of India, and writing from dictation. Their pronunciation is tolerable. I think it would be advisable to practise the students learning English in working out questions in arithmetic with English, instead of the vernacular numerals, and only to allow the vernacular to be used in those classes in which English is not taught. Satisfactory progress had been made in Persian and Urdu. Extracts from the Gulistân, and several Urdu authors, were creditably and correctly read. There are about 70 students studying the vernacular, divided into five classes. Improvement is required in Safwat-ul-masadir and Masdar-i-faiyuz. There are four vernacular Teachers and Monitors.

Jhelum Aided School.

60. "The Jhelum Aided School is under the management of the Revd. C. Toussaint, of the Additional Clergy Society, and resident Minister at that station. The progress of this school, throughout the year under review, has been satisfactory. There are 126 pupils' names on the register, and the average daily attendance for the last month was 90, which shows a fair increase over the returns of the official year ending 31st March 1864. Difficulty, to a certain extent, has been experienced in obtaining good English and vernacular teachers, but this drawback has now, I am glad to say, been entirely removed. There are five classes learning English, and the vernacular branch consists of six divisions. The total number studying English is 102. The 1st division, which is equal to the 4th in Zilla Schools, is the senior. Considerable progress has been made in Geography, History of India and Arithmetic. Passages of ordinary difficulty from English authors were generally correctly read, and the meaning fairly explained in Urdu. Pronunciation was good, but writing from dictation should be more frequently practised. The vernacular calsses, consisting of 126 pupils, are getting on well, and making good progress in Urdu and Persian; but are not sufficiently advanced in Grammar and the Geography of the Punjab. Writing Urdu from dictation requires improvement. There are two branch schools in connection with the Main School in which the vernacular is only taught. They are situated in certain parts of the city, and are frequented by beginners, the greater portion of whom are very young. There are two classes, consisting of about 70 students, and fair progress has been made. The Revd. Manager takes great interest in the schools, which, combined with the efficiency and steady conduct of his Chief Assistant, Lala Bishen Singh, has caused the school to attain its present satisfactory condition.

Sir Henry Lawrence Memorial Asylum Murree.

61. "The last private aided school in my Circle is the Henry Lawrence Memorial Asylum at Murree. This excellent institution is in a satisfactory condition. The present Head Master, Mr. Dexter, arrived from England in February 1864, and at once entered upon his duties. I visited the Asylum about a month ago, and am able to report that fair progress is being made by all its inmates in their English studies. There are 45 boys divided into four divisions. Some progress has been made in Geography, Arithmetic and History. The female school is formed into four classes; 34 is the total number under instruction. They are taught by Mrs. Harris, the Assistant Teacher, lately appointed, under whom they are making tolerable advancement in all subjects. Two hours a day is devoted to needle-work. Greater pains and time

should be given to English Grammar and writing English from dictation. The pupils, learning the vernacular, are not well taught, hence their progress is very slight indeed. About 23 pupils are reading Urdu.

Female Schools and General Statistics

62. "Female education in the Rawul Pindee Circle has greatly improved during the past year. The number of students have increased, and new schools have been established. The feeling of dislike to the education of females, generally possessed to a considerable extent by all, or the greater portion of the native community, is gradually becoming less; and more cordial co-operation is shown by the native gentry in promoting the cause of female education than formerly was the case. At the end of 1863-64, in the Rawul Pindee Circle, only fourteen schools of this class were opened. The larger number of schools were in the Sealkote and Jhung Districts. At present there are altogether 35 Female Schools in this Circle, viz., in Sealkote nine, in Goojranwalla 11, in Jhung six, in Goojrat six and in Shahpore three. The attendance is chiefly from among the Mahomedans. On the register there are 792 entries of students' names, and the average daily attendance is 645 pupils. Hence it will be apparent that female education has made decided and satisfactory advancement. I trust every successive year will show an equally creditable increase in the attendance and number of new schools.

68. "The Deputy Commissioner nominates the teachers of Female Schools in his district. In some instances intelligent and well-conducted women have been appointed, but generally Maulvies are selected.

Jail Schools.

69. "The attendance of pupils in Jail Schools must be always fluctuating owing to the release of prisoners, and the number of committals made periodically. Considerable improvement is required in the Rawul Pindee Jail School. The prisoners under instruction are more backward than those in other jails. There are six schools in my Circle. The total number taught the vernacular daily aggregate 1,238. Several are excused attending from illness, old age, and being confined for only a short period. The teachers are generally selected from the prison subordinates, who possess a fair knowledge of Urdu, are able to read and write in that language tolerably well, and know a little about History of India, Geography of the Punjab and Arithmetic. If a teacher of this description cannot be obtained, a Moonshee is employed on a monthly salary of from 6/ to 8/ Rupees. The more advanced prisoners know how to read and write easy sentences fairly, and can add and subtract simple figures. In all the Jail Schools of my Circle only 40 prisoners are up to the standard of the 5th and 6th classes of the village grade.

Rawul Pindee Jail School.

70. "On the 31st March last 279 prisoners were under instruction. There is a teacher, drawing monthly Rupees 7/, employed in the school. The greater number of those under instruction cannot read correctly the Tahsil-ut-talim, and the rest are learning the alphabet. A few prisoners can write easy words. As, in the other jails, many prisoners are excused from attending the school, owing to age and illness. The 7th is the senior class, consisting of 30 prisoners.

Goojrat Jail School.

71. "There are 136 prisoners under instruction. The teacher, who is a Barkandáz, and has a fair knowledge of Urdu, is fully able to teach beginners, as the larger number of the attendants at this school are. Some progress has been made in reading and writing. A few have a slight knowledge of the Geography of the Punjab, and know addition and subtraction. There are 18 pupils in the 7th class, which is the senior.

72. "On the 31st March last 150 prisoners were being taught Urdu. The greater

Jhelum Jail School

number are up to the standard of the 8th class, and a few have made a little progress in reading, and can add and subtract simple figures ; 27 prisoners in the 7th class.

73. "There are 282 prisoners under daily instruction. Their progress is similar to that of the other Jail Schools ; only in this jail there is a 6th class, consisting of four pupils. A few can read Tahsil-ut-talim and spell easy words, and know a little about Geography of the Punjab. A Barkandáz teaches the classes, and gets them on as well as can possibly be expected.

Jhung Jail School.

74. "118 prisoners are being taught Urdu, Geography, Arithmetic and writing. The larger portion under instruction are up to the 8th class standard. Five prisoners in the 6th class. A few could write easy words correctly, and knew a little Geography of the Punjab.

Shahpore Jail School.

75. "The average attendance during the past year in the Jail School was 263 prisoners ; 273 being the total number under instruction. Four prisoners are in the 4th, and 27 in the 5th class. Fair progress has been made. Several prisoners are able to read and write easy Urdu fairly ; evince, moreover, a slight knowledge of Geography of the Punjab, and know up to multiplication. A Barkandáz teaches them, and apparently is suited for that employment.

Goojranwalla Jail School.

76. "The Normal School for this Circle is situated, as a temporary arrangement, at Rawul Pindee until a proper building is erected. The Normal School was to have been at Goojrat, and the work was commenced ; but has been stopped until the district, through which the railway will pass, has been ascertained. The present building is not at all well suited ; the rooms are small, and the classes crowded together. The number of students at present in the Normal School is 62, while last year 60 were under instruction : 53 was the daily average attendance for the year under review : 17 certificates have been gained during the year, and there are 14 candidates for the examination, which was convened for the 3rd April 1865. During the year now just concluded, nine pupils from the vernacular schools have been transferred to the Normal School at Rawul Pindee on monthly stipend sufficient to defray all their expenses during the period of their attendance. At present 31 Normal students are teachers of vernacular schools, two non-stipendiary, and 29 stipendiary students. With reference to the number of those who are teachers in village or other vernacular schools, but at present studying in this school ; other individuals are temporarily employed to teach their classes, and knowing full well their appointment is not permanent, the greater number of them take but little pains, and care still less, whether the pupils have improved or not. To a great extent I attribute this as the reason for many schools in my Circle not being in a satisfactory condition. The Head Master, Maulvie Ilahi Buksh, is extremely attentive to his work, zealous and energetic, and deserves credit for his steady conduct, and the satisfactory progress made by the pupils under his instruction. The 2nd Master, Moonshee Bhagwan Dass, and the 3rd Master, Maulvie Mahomedjee, have performed their duties in a creditable and praiseworthy manner.

Normal School.

77. "The Deputy Inspector of this Circle, Maulvie Mahomed Ali, has performed his duty to my entire satisfaction. I have much pleasure in stating that the zeal and energy evinced by him in educational matters is extremely creditable. He is an accomplished scholar in Persian and Arabic, and has served more than 10 years in the Educational Departument of the Punjab. The numerous testimonials in his possession show how ably, and in how excellent, a manner he

Notice of subordinate Educational Officers.

has performed his duties He possesses an unexceptionable charactor for honesty, integrity and trustworthiness, and hence is well thought of by European officials, and greatly esteemed and respected by the native community. During my recent tour through the seven districts of my Circle, I have received much assistance from him, owing to the excellent arrangements he has made for assembling the various schools in as central positions as possible; while the unwearying energy and zeal he showed in assisting me at the examination of vernacular schools, and the endeavours on his part to promote the cause of female education, are highly commendable.

Chief School Mohurrir of Sealkote District.

78. "Maulvi Elahi Buksh, Chief School Mohurrir of Sealkote District, is a good oriental scholar, zealous in promoting the cause of education, and indefatigable in his tours; also very careful in making out reports. He performs his duty in a most satisfactory manner, and is popular with the native community. He is a man of strict integrity and trustworthiness, and has most fully maintained and done justice to the good opinion of him given in previous reports.

Chief School Mohurrir of Rawul Pindee District.

79. "Maulvie Sahib Ali, Chief School Mohurrir of the Rawul Pindee District, is extremely hard-working and intelligent, well read in Urdu and Persian, upright and zealous. He endeavours to perform his duty to the best of his ability, and has done so to my entire satisfaction.

Chief School Mohurrirs of Goojranwalla and Goojrat Districts.

80. "Maulvies Amanoollah and Ahmed Hosein, Chief School Mohurrirs of Goojranwalla and Goojrat Districts, are zealous and energetic in the performance of their duty. Both are well acquainted with Persian and Urdu, and are admirably suited for their present employment.

Chief School Mohurrirs of Jhelum and Shahpore Districts.

81. "Maulvies Alim-ud-din and Abd-us-slâm, Chief School Mohurrirs of the Jhelum and Shahpore Districts, are both good men, indefatigable in their tours, and popular in their districts. They have received a sound vernacular education, and are zealous in promoting the cause of popular education. They are also careful in the preparation of reports and returns, so as to render reference, on any subject connected with their duties, unnecessary. During my tour through these districts, I was much pleased with the manner they performed their duties.

Chief School Mohurrir of Jhung District.

82. "I am unable to report so favourably on Moonshee Hukam Chund, Chief School Mohurrir of the Jhung District. I form my opinion entirely from the manner he performed his duty during my tour through that district; and I am of opinion he is the worst school Mohurrir in my Circle. Probably he may improve, but I do not think it is likely. The Deputy Commissioner is satisfied with the manner he performs his duty. I only wish I could conscientiously have the same opinion of his qualifications for his present employment. However I hope he will be a little more zealous in future.

Personal movements.

84. "During my recent tour through the districts, included in the Rawul Pindee Circle, I have been enabled to examine all the Zilla Schools, as well as all the Town and Elementary English ones, and 420 of the Vernacular Village grade. I regret to say 18 schools of this last class escaped examination, and that was owing to the heavy rains which had fallen, and the then extremely unsettled state of the weather, which caused the roads, in many parts of the districts, to be impassable. All the Village Schools, which failed to attend for examination at my encampment, were prevented, on account of the long distance from my camp, (although it was as central as possible), and the very inclement state of the weather, but

I am glad to record that they had been inspected about four months previous by the Deputy Inspector, and were all either in a moderate or indifferent condition.

Assistance received from superior local authorities.

85. "I beg to offer my best thanks to the superior local authorities, in the districts of my Circle, for the kindness and great assistance I have received from them during my tour of inspection through the districts over which they preside. The greatest interest and energy is shown and evinced by those gentlemen in promoting the cause of popular education, and their excellent example is followed by their subordinates, the greater number of whom take considerable interest in educational matters, and have afforded me every assistance during my tour through their respective Tahseels. I have annexed a list containing the names of the native officials in this Circle, who I consider have made great exertions in promoting education, and who are worthy, on this account, of commendation."

FRONTIER CIRCLE.

OFFICIATING INSPECTOR, MR. H. B. BECKETT.

"I joined the department last December at Lahore; and, having taken over charge of my office, proceeded by rail to Mooltan, and from thence to Rajunpore, in the Dera Ghazee Khan District, by steamer. My horses did not join me till the 4th January, so I was unable to go into camp till then. Partly owing to my beginning so late, and partly to the incessant rain I encountered on the road, I have not been able to visit all the schools in each district, but I inspected as many as possible.

Number of schools and number of boys on the rolls.

2. "At the close of the year under report there were, in this Circle, two Zilla Schools, two grant-in-aid schools, two Normal ditto, two Jail ditto, 148 Village Schools Male, and four Female, also one Town School. Besides these there was the Mission School at Dera Ismail Khan, for which a grant-in-aid has been solicited for; and attached to the Kohat School there was an Elementary English class. In the Zilla Schools the number on the rolls has increased from 188 to 218, while the daily average attendance has remained the same. The increase in Village Schools has been considerable. Last year the daily average attendance was 2,326; this year it is 2,730, and the number on the rolls has increased from 2,743 to 4,018.

Dera Ghazee Khan Zilla School.

3. "The number in this school has increased from 103 to 133, but the daily average attendance has decreased by eight. Fees to the amount of Rupees 200/5/10 have been realized, being in excess of the sum collected last year by 20/5/10. Nearly all the students pay from 1/ Rupee to eight annas a month, except a few who are poor, and for whom provision has been made by the Deputy Commissioner. I inspected the school last January; and, after a minute examination of all classes, was glad to find that mutual progress had been made. The boys of the 3rd class have all been transferred to Mooltan, with a view to their prosecuting their studies for the Calcutta University Entrance Examination; and measures are now being taken for sending some of the students of the 5th class, which is at present the highest in the school. The Head Master, Moolraj, has been industrious, and deserves commendation; he has lately been rewarded by an increase to his salary. The 2nd Master, Pohu Mull, has also done well; he was in charge of the school during the time that Moolraj was absent on leave, and carried on the duties satisfactorily.

Proposal for a Branch School in the District of Dera Ghazee Khan.

4. "No Branch School has as yet been established, as a feeder to this Zilla School, and I much doubt the expediency of raising one in the town of Dera Ghazee Khan, as it is not a large place, and parents, desirous of having their children instructed in English, can do so without sending them any great distance; but, considering the success that has attended the movement in other Circles, I propose organizing a Branch School this year in one of the large towns in the district. The Beloch tribes evince a great desire for their sons to learn English, and would, undoubtedly, avail themselves of such an opportunity.

Abbottabad Zilla School.

5. "The Number on the register is the same as last year, but the daily average attendance has increased from 48 to 73. The highest class is the 4th, in which, however, there is only one boy. The next class is the 6th of the new scheme; it took me three days to examine this school, and the result was satisfactory. The classification is good, and the books laid down in the scheme of

studies have been adhered to. Most of the students belong to the Goorkha Regiment, and Mountain Train Battery of Artillery, stationed at Abbottabad; very few came in from the district. I proposed to remedy this by the opening of a Branch School at Hurreepoor, the most important town in the Huzara District; but as a Model School is about to be established at that place, it will be well to wait, and see what success is gained in vernacular education, before proceeding to teach English. The people of Lower Huzara are not Puthans, and although they do not evince any desire for education, still they are not opposed to it. On passing through the district last month, I had a conference with the headmen of some of the large towns, they seemed to take an interest in what I said, and promised to support any plan that might be adopted for the education of their children. Kan Singh, the Head Master of the Zilla School, has been diligent; and, in consideration of his services, his pay has been raised to the full amount sanctioned. A 2nd Master was appointed last October, Koondun Lal by name; he has given satisfaction.

Peshawur Normal School.

6. "Two students from this school obtained certificates at the examination last October, and 14 are now studying, of which number six are trying to qualify themselves for the town grades. The school has improved greatly since the appointment of Shahsawároodeen to the teachership; a good school house is much required, but as a zilla is about to be established, it will be an advantage to have both buildings in one place.

Dera Ismael Khan Normal School.

7. "Six candidates passed at the October examination, and 15 appeared at the examination held on the 3rd of this month; but the result has not yet been published. A class is now kept of boys for the Masters of Village Schools to practice teaching with, according to Section 33 of the Directions for Normal Schools.

Town Schools.

8. "Jampoor is the only Town School now in this Circle. The school at Bunnoo has fallen off, and is not entitled to be ranked as one.

Jampoor Town School.

9. "At Jampoor the numbers have risen from 48 to 55, and the two other conditions, necessary for a Town School, have been fulfilled. The increase is mainly owing to the exertions of Fazuldeen, the Tahseeldar of Dajul. Durbaree Lal, the Head Master, has lately been appointed Assistant Chief Mohurrir in the Dera Ghazee Khan District, and his place has been filled up by Tajooddeen, the 2nd Persian Master of the Zilla School.

Dera Ghazee Khan District Village Schools.

10. "When I passed through the district in January, there were 29 Schools, all of which I inspected, except the one at Sikhaneewalla. Since then the number has risen to 30, with an average daily attendance of 618 scholars; a great improvement has been made since last year. The new scheme of studies has been adopted in almost every school, and some of the larger establishments, like *Heirogurbee* and *Samena*, are rapidly approaching the town standard. The Chief Mohurrir, Mahomed Hussun, has contributed much to this end, as he has been round the district several times during the year, and has done what he could to improve the schools under him.

Educational movement that is going on in the Dera Ghazee Khan District.

11. "Captain Minchin, the Deputy Commissioner, in his report notices a movement that is taking place in the south of his district as follows:—

"In the sub-division of Mithunkote the zameendars submitted a proposition for the "improvement of vernacular education. Lieutenant Wace, Assistant Commissioner, sug-

"gested the scheme, which, if warmly and heartily responded to by all classes, will inaugu-"rate a new era in vernacular education. The scheme proposed is to raise a fixed sum by "subscription, and solicit Government to assist by a grant-in-aid of an equivalent amount." As I mentioned in my District Report the Belochees of the Dera Ghazee Khan District had an ancient custom among themselves of raising a fund, called choongh, for educational purposes, it is this custom that Lieutenant Wace is trying to revive, and, with the funds realized, to better the condition of the teachers, which is the great want of this district, as on account of the high prices of the necessaries of life, and the great demand for labour, good men cannot be secured for the lower grades of pay.

Village Schools in Dera Ismail Khan.

12. "There are 36 schools in this district, of which 20 were inspected. The Deputy Commissioner, Major Graham, makes the following remarks :—

"During the year there has been one school less, but the number of scholars has risen "from 751 to 1,707. Of these 513 are of the agricultural classes, and 1,194 non-agricultural. "Hindoos 883 ; Mahomedans 811 ; Sikhs 13. It has been my aim, during the past year, "to make the schools popular by a more careful selection of teachers, by improving the "school houses so as to adapt them to the habits and wants of the different sects of "scholars, by persuading the principal residents to send their sons and relations, and them-"selves to superintend the working of the schools, &c. Next year more attention will be "paid to the character and efficiency of the teachers." The increase in numbers has been very satisfactory. The Leia school has a daily average attendance of 200 boys ; Kurore 110 ; Dera 100 ; so that by next year, if the teachers do their duty, all the above will be entitled to promotion to the lower grade. Major Graham notices the services of Suffeoollah, the Chief Mohurrir, as having mainly contributed to this success ; his exertions have been rewarded, as, with your sanction, I have appointed him to the vacant post of Deputy Inspector, and Major Graham, though sorry to lose him, "does not consider it his duty to stand in the way "of his advancement, especially as his services and influence will be extended over a large "circle of frontier, and he will have an opportunity of doing far more good."

Village Schools of Bunnoo.

13. "There were, at the close of the year under report, 32 Male Schools, and four Female, of the former of which 16 were inspected ; the state of the weather prevented me from crossing the Indus and seeing the schools in the Meeanwallee Tahseel, where all the female establishments are situated ; but the Deputy Commissioner states that they are in a flourishing condition, and that 52 girls are now under instruction. He further adds : after enumerating a number of Mulliks, who he recommends for complimentary purwanahs for their endeavours in the cause of education, and whose names shall be mentioned afterwards :—"I must not either "omit to mention the name of Surfaraz Khan Bahadoor, of Isa Khail, who has taken the "bold step of introducing female education into that town. At his own request one such "school has been established within the last few months, where 13 girls are now under "instruction. I have left its management, for the present, entirely in this native gentle-"man's hands, feeling sure that any direct interference by the native Government officials "would do more harm than good. The ice having been once broken, we may expect the "prejudice, which has hitherto existed, to melt away ; in fact this beginning has already "borne some fruit, for only lately the Hindoo Merchants of the same town petitioned for a "Hindee teacher, promising to send their girls to learn." I do not recommend Sarfaraz Khan for a sunud until the result of his exertions leave no room to doubt of ultimate success.

"The experiment has been tried during the year of getting out, from England, a box "of good toys to be given as prizes after annual examinations. They arrived in good order, "and several have been distributed to the Bunnoo and Lukkee Town Schools to the great "satisfaction of those concerned."

Kohat District Village Schools.

14. "Of the four schools of this district two were inspected. The only school of any importance is that at the town of Kohat, and attached to it is an Elementary English class. The progress of the students in English is fair, considering the disadvantages they have been labouring under; but to ensure greater proficiency, a better Master is necessary. The present man is painstaking, and anxious to do his duty; but he has taught the boys all he knows himself, so that if they are to advance beyond this standard, a man of higher attainments will be necessary. What is wanted for the Frontier Districts of Bunnoo, Kohat and Peshawur, is an Elementary Book in Pushto. When boys begin to read, Urdu is the first subject they are taught, and this being a foreign language, makes it difficult for them to read. I am now engaged, with your sanction, in the preparation of an Elementary Book in Pushto for the use of the above districts, and, if this is used, we may hope to see a larger attendance of Puthan boys at our Village Schools.

Peshawur District Village Schools.

15. "Of the 44 schools of this district I was only able to examine 16 before the close of the year. As a rule the boys are very backward, and no attempt has been made at teaching the books laid down in the new scheme of studies; but it is satisfactory to find that a beginning has been made at so many villages. Puthans, though as a rule, averse to education, will in time, it is to be hoped, see the advantages of sending their children to be instructed. I would recommend the prepartion of some Mahomedan Story to be used in the place of the "Punjab Singh or Dhurm Singh." The people of this district object to these books, as they are about Hindoos and Sikhs.

Jail Schools.

16. "There are now only two Jail Schools in this Circle, at Peshawur, and Dera Ismael Khan. The attendance in each has been good, but most of the students are merely reading their alphabets, and scarcely any can write. The difficulties in the way of education in these Jails are very great. The majority of the prisoners are wild men from the frontier, who have never had any idea of letters, and after they have grown up to man's estate, it is difficult to induce them to begin and learn. Teachers, on fixed salaries, have been provided for both jails; formerly the Darogas used to set apart an hour in the day for instruction, and both deserve praise for their efforts.

Peshawur Mission School.

17. "I examined the higher classes of this school. Some of the students could read and explain well; the highest class is about equal to the 4th of the new scheme for Zilla Schools. Altogether the boys present exceeded 200. A Branch School has been established in connexion with the above, and a Female School has also been organized.

Nowshera Mission School.

18. "The Nowshera school belongs to the Afghan Mission. The school house has been transferred to the opposite side of the Cabool river, and by this means several children of the Puthan population have been induced to attend; very little English has been taught. Of the 42 boys present, when I examined the school, only six were reading English, and they had not got beyond the 2nd English Book.

19. "This school is not a grant-in-aid institution; but a grant has been applied for,

Dera Ismael Khan Mission School.

and I trust that something will be allowed. When I examined the school in February last, 105 boys were present. Considering that this school has only been in existence one year, the progress made reflects great credit on Mr. Bruce, the Principal.

Notice of Deputy Inspector.

20. "Ever since I joined, the Deputy Inspector, Mirza Hussun Ali, had been lying ill at Kohat. He applied for sick leave, but before it was sanctioned, he was sent to Peshawur at his own request, and there died on the 29th March. In his place Suffeeoollah, the Chief Mohurrir of Dera Ismael Khan, has been appointed.

Notice of Officers who took interest in education.

21. "The thanks of the Department are due to all the District Officers for their kind co-operation, and to the Officers of the Mountain Train Battery at Abbottabad, Major DeBudé, and Lieutenant Abbott. I would recommend that that the following native gentlemen be presented with complimentary purwanahs for the interest they have taken in the cause of education :—

DERA GHAZEE KHAN.

Noor Mahomed Khan, ... Tahseeldar of Rajunpoor.
Sheikh Fazul Deen, ... ditto of Dajul.
Emam Buksh Khan, ... Mazaree Chief.
Jamal Khan, ... Lugaree ditto.

DERA ISMAEL KHAN.

Nawab Shah Nawaz Khan of Tank.
Nawab Sarfuraz Khan.
Nawab Foujdar Khan.
Golam Surwur Khan, Khagwanee.
Hafiz Sumundur Khan.
Hosein Buksh, Koreshee.
Dewan Daolut Rai.
Tahal Ram.
Radha Kishun, Tahseeldar of Leia.

PESHAWUR.

Raja Ram, Tahseeldar of Peshawur.

BUNNOO.

Mullik Sirdad Khan of Ghorewallah.
Ditto Khan Meer Khan of Bego Khail, Murwat.
Ditto Poordil Khan of... ... ditto.
Ditto Baz Khan of Shahab Khail ... ditto.
Ditto Dôst Mahomed Khan ditto ... ditto.
Ditto Hakim Khan of Lukkee.

MISCELLANEOUS.

The Darogah of the Peshawur Jail School.
The Darogah of the Dera Ismael Khan ditto.

From DIRECTOR PUBLIC INSTRUCTION, PUNJAB, *to the* MILITARY SECRETARY GOVERNMENT PUNJAB, *No.* 230, *dated Lahore*, 20*th June*, 1865.

I have the honor to submit, in original, No. 72, dated——, from the Superintendent of Army Schools, furnishing his Annual Report on the Bengal Military Normal School for 1864-65.

2. In June, 1864, the Male Department of this institution at Sunawur, as anticipated in my last annual review, was abolished, the Masters returning to military employ, and the students being appointed to Regimental Schools. The buildings were made over to the Lawrence Military Asylum, and the furniture, books, apparatus, &c., were divided between that institution and the Female Department Bengal Military Normal School, which has been kept up, as usual, at Kussowlie.

3. During the year under review, five female students have passed out with more or less credit, and been appointed to schools, as noted in the margin, while two others have been recommended, and have left the institution in anticipation of obtaining appointments.

1 Mrs Flannagan, School Mistress ... ... 31th Regiment.
2 „ Hart, ... ditto, ... 98th ditto.
3 „ McPherson, .. ditto, ... 51th ditto.
4 „ Bartram, ... ditto, 1st Battalion 23rd ditto.
5 „ White, Infant ditto, ...Depôt at Kussowlie.
1 Mrs Streetch, for School Mistress 2nd Battalion Rifle Brigade.
2 „ Dart, for Probationary Infant School Mistress Royal Artillery, Peshawur.

4. As there were 12 female students at the beginning of 1864-65, of whom seven have left, as explained in the preceding para., and one has died, viz, Mrs. Rawlinson, while six new ones have been admitted, there are now 10 under instruction. One more is expected immediately from the Lawrence Military Asylum, and there are two other candidates, who have not yet passed their Entrance Examination to the institution.

5. The general conduct of the students, and their attention to the study during the year, have been, on the whole, favourable; only two offences having required any serious notice. In the one case, wilful conduct was punished by an extra probation of three months in the Normal School; and, in the other, blame was attributable twice to the student's husband than to herself. All are at present going on well.

6. The Head Mistress, Mrs. Vice, has displayed her usual energy and good management in carrying on her duties. Mrs. Wrightson, the Assistant Mistress, lately resigned her post on account of her husband having lost his appointment and been removed from Kussowlie. A competent successor will be appointed without delay. The services of Mr. and Mrs. Mellor, who are at the head of the Girls' School Lawrence Military Asylum, and superintend the Normal female students, while learning the practical part of their profession in that school, have been, as usual, valuable. I am glad to say their present salary has been raised from 250/ to 300/ Rupees per mensem under the orders of the Supreme Government, conveyed in No. 1,213, from Secretary to Government of India, Military Department, to Military Secretary Government Punjab, partly in consideration of their extra duties in connection with the Normal female students.

7. Captain Dunn particularly notes that nothing has yet been done towards providing the Normal female students with quarters at Sunawur. A similar remark was made in his last Annual Report for 1863-64, and it was followed up, after reference to the Principal Lawrence Military Asylum, by an urgent requisition from myself, in the Public Works Department, to carry out the work. The matter will now be again brought forward in that Department.

ROMAN CATHOLIC ORPHANAGE AT SIMLA.

From DIRECTOR PUBLIC INSTRUCTION, PUNJAB, *to the* SECRETARY GOVERNMENT PUNJAB, *No.* 373, *dated Lahore*, 13*th October*, 1864.

In continuation of previous correspondence ending with my, No. 43A., dated 7th July, 1864, I have the honor to report that I inspected the Roman Catholic Orphanage at Simla in company with Lieutenant Holroyd, Inspector of Schools, Umballa Circle, in the early part of August last.* I also attended the meeting of the Local Committee appointed by the Supreme Government to examine into the affairs of the institution, which held its first meeting on the 9th idem.

2. I have deferred sending in my Report of Inspection until I could supply His Honor the Lieutenant Governor with a copy of the Proceedings of the above Committee. These I have only recently obtained through the Very Reverend Father Lewis, Superintendent of Roman Catholic Institutions in Northern India, and I now beg to submit them for His Honor's perusal.

3. It will be observed that the Committee received a written report from Father Lewis embodying all the usual statistics regarding the institution, and also a paper of suggestions from him for its improvement and extension. After examing the buildings at Chota Chelsea, constituting the boys' school, the Committee condemned the accommodation as totally inadequate; but they do not consider it "within their proper functions to make any proposal for raising new buildings, or suggesting the source from which those buildings are to be executed." The Committee also remarked that there was "a total absence of proper medical attendance." A Sub-Committee was appointed to scrutinize the accounts put forward by the Secretary, Reverend Father Lewis. The Committee next desired to obtain clear instructions as to the scope of their duties, i. e. whether these "were to be restricted to seeing that the Government grant of Rupees 500 per mensem, and the Government allowance for childrens' maintenance were properly laid out," or whether they "extend still further to suggesting measures for the development and improvement of the institution, and for forwarding funds towards the fulfilment of these objects." Meanwhile the Committee abstained from further action, and considered it "unnecessary to visit the Female Department of the institution, which is located at the farthest extremity of the Elysian hill." The Committee also solicited instructions as to the proper channel of communication with Government, and on the present occasion it was determined that "the Chairman, the Adjutant General of the Army, should submit the report to the Government of India in the Military Department."

4. It will thus be seen that most of the important points connected with the Roman Catholic Orphanage, at Simla, were brought under discussion at the meeting of the Local Committee on 9th August, 1864, and have been already placed directly under the consideration of the Government of India. It only remains for me, therefore, to offer a few remarks on the educational status of the boys' and girls' schools respectively, and to notice the condition of the buildings on the Elysian hill occupied by the Female Department of the institution, which were not visited by the Local Committee.

* Namely the boys' school on Friday the 5th, and girls' on Monday the 8th.

5. The boys' school, containing 42 pupils, is divided into three classes. The first or highest, containing 12 boys, appears to have been very fairly taught in reading, grammar, spelling and penmanship. In arithmetic they had not advanced beyond the first four simple rules. The other two classes, containing 12 and 18 respectively, were far less advanced; but the means of tuition, and the system pursued in the boys' school, seemed, on the whole, to promise that fair progress would eventually be visible in all the classes.

6. In the girls' school there are 48 pupils divided into seven classes. The highest comprised four girls of an average age of about 15. These, as might be expected, had been a considerable number of years at school at Agra and elsewhere, and could read and write fluently and intelligently. But the next class of 13 girls, many of whom were fully 13 and 14 years of age, were far from good at even reading and writing, while in grammar and composition they were decidedly deficient. There are five nuns and a lay sister, all of whom take part more or less in the work of instruction; but the greater number of these are foreigners very imperfectly acquainted with the English language, and hence by no means fit instructors for these girls. Two only of the nuns are said to be of English birth, and they were educated at the Mussooree Convent. The junior classes appeared to be still more backward, and, from the deficiencies noticed above, the teachers, as well as from the carelessness evident in the system of instruction (exercises which ought to have been counted daily, or at any rate weekly, having been allowed to run on uncounted for months) I cannot say that there are any hopeful signs of future progress in study visible among the classes of the girls' school. More and better *English* teachers are indispensably necessary.

7. As regards the building on the Elysian hill, occupied by the Female Department of the Roman Catholic Orphanage at Simla, it is decidedly superior to those occupied by the Male Department at Chota Chelsea. Though there is a want of light and ventilation generally, yet the accommodation is tolerably ample. The house is, however, a very old one, and the roof is very far from water-tight during the rainy season. To re-roof the whole would, I fear, be a very expensive business; but this is very essentially needed to render the place thoroughly habitable throughout the year. The dress of the girls appeared neat and cleanly; and the general arrangements made for their comfort far superior to those I found existing at the boys' school; but the latter I visited quite unexpectedly; while, before looking over the girls' school, I was of course obliged to give timely notice. Possibly this had something to do with the difference I observed in the appearance of the boys and girls, and in the arrangements for their comfort; but I am also inclined to give credit to the more careful and skilful management in domestic matters exercised by the nuns over the girls' department, than by the male supervision in the boys' department.

From Colonel H. W. NORMAN, *Secretary to the Government of India, Military Department, to the* MILITARY SECRETARY TO THE GOVERNMENT PUNJAB, *No.* 509, *dated Simla,* 26*th September*, 1864.

I am directed to forward the accompanying copy of a letter,* addressed by this Department to the Adjutant General, in respect to the duties of the Committee appointed to visit the Roman Catholic Orphanage at Simla, and to request that you will move the Hon'ble the Lieutenant Governor to issue such instructions as may be necessary to carry out the directions given in the 6th paragraph regarding the periodical visitation of the school by the Director General of Public Instruction.

No. 507, dated 26th September, 1864.

From Colonel H. W. NORMAN, *Secretary to the Government of India, Military Department, to the* ADJUTANT GENERAL, *No.* 507, *dated Simla,* 26*th September,* 1864.

I am directed to acknowledge your letter, No. 828C., dated 18th August, 1864, forwarding Minutes of Proceedings of the Local Committee of Inspection for the Roman Catholic Orphanage at Simla, which assembled on the 9th August, 1864.

2. The Committee request instructions as to the scope of their duties, and the channel through which they are to communicate with the Government.

3. In reply I am directed to acquaint you that one Member of the Committee, or more if desired, should visit the Orphanage once a fortnight, and that his report should be circulated to the Committee, who, if there is any thing requiring it, should assemble at once, but under any circumstances there should be a general meeting once in the season.

4. It is not considered necessary that the visitors should audit the accounts, or that they should be laid before the general meeting.

5. The duty of the visitors and of the general body of the Committee will be confined to seeing that the children are well used, and well cared for, properly fed, clothed and put up.

6. The Director General of Public Instruction in the Punjab will be requested to visit the Orphanage periodically, and he will report to his Government, for the information of the Government of India, as to how the education of the children is carried on.

7. The General Committee of Inspection will report to the Government of India direct to this Department through the President of the Committee.

8. The Right Reverend the Bishop of Agra has been addressed on the subject of the defective state of the school buildings, as pointed out by the Committee.

From Colonel H. W. NORMAN, *Secretary to the Government of India, Military Department, to the* SUPERINTENDENT GENERAL ROMAN CATHOLIC INSTITUTIONS, *No.* 591, *dated Fort William,* 16*th December,* 1864.

Having laid pefore Government your letter, No. 207, dated 23rd ultimo, I am directed to acquaint you that the Right Hon'ble the Governor General in Council cannot sanction any further assistance to the Roman Catholic Orphanages, whether on account of past transactions or present circumstances. The whole question was fully considered in 1861, and in one shape or another has been repeatedly before Government since; and the present decision must, I am to add, be considered a final one.

2. I am to take this opportunity of transmitting for your information extract from the report submitted by the Director of Public Instruction in the Punjab on the Orphanages at Simla; and in doing so to acquaint you that, whilst the Governor General in Council is aware of the difficulties which have retarded the complete realization of the original scheme, he hopes and expects that the Director's next Report will show that marked improvement has taken place with respect to those points in which the arrangements have been noticed as defective.

From Colonel H. W. NORMAN, *Secretary to the Government of India, Military Department, to the* RIGHT REVD. DR. BEDENIK, *Bishop and Vicar Apostolic of Agra, No.* 187, *dated Fort William,* 4*th February,* 1865.

I am directed to acknowledge your letter, No. 5, dated 3rd January, 1865, expressing your views on the orders of the Government as conveyed in my letter, No. 507, dated 26th September, 1864, addressed to the Adjutant General.

2. You express your strong objection to the appointment of a Local Committee of Inspection for the Simla Roman Catholic Orphanage, whose visits you consider vexatious.

3. The Right Hon'ble the Governor General in Council regrets that you should disapprove of this measure, the more so as it is an unavoidable condition attaching to such institutions as the Simla Roman Catholic Orphanage; for while heartily acknowledging the benevolence and zeal which actuates those who undertake the management and supervision of the Establishment, the Governor General in Council cannot abandon the duty which is imperative upon the Government of satisfying itself, by actual inspection, of the physical well-being of the orphans it entrusts to the institutions founded for their reception. His Excellency in Council is, however, willing that these visits shall not be made oftener than once a month, those by the Director General of Education being made as heretofore.

4. The Governor-General in Council observes that you complain that visits have been made by individual Members of the Committee without regard to those forms of civility which are usual in such cases. You do not specify the mode in which the want of courtesy was shown; but I am directed to inform you that although, as already stated, the Government of India cannot dispense with the visits, yet any thing you may specify in the mode of visitation that can be shown to be a violation of the rules of courtesy, shall be at once corrected, as it is far from the desire of the Government to give any unnecessary trouble to the persons in charge.

5. With respect to that part of your letter under reply, in which you put forward a claim to receive larger pecuniary assistance from the State than is now afforded, I am directed to repeat that the sum now granted cannot be exceeded. The Secretary of State disapproved of the original grant, and the Government of India cannot recommend him to sanction its being increased.

"EDUCATIONAL DURBAR AT DELHI."

* * * * * * * *

"The College men, and the boys of the numerous Government and Mission Schools of the city, the suburbs, and the surrounding districts were marshalled on the *Champ de Mars*, and filed into the Queen's Gardens about 5 o'clock in the afternoon, to the number of 3,000, headed by a Military Band, and carrying gaily coloured flags, inscribed with the names of their several schools. His Honor, who had meanwhile arrived, then descended from the dais, and, accompanied by the Lord Bishop of Calcutta, the Commissioner, and General Errington, and attended by his Staff and the Educational Authorities, then made a circuit of the quadrangle round which the scholars were ranged, asking numerous questions about each school, and addressing appropriate words of encouragement to all. The Bishop also evidently took great interest in this part of the proceedings."

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"On His Honor's return to the Chair, Colonel Hamilton, the Commissioner of Delhi, in an eloquent vernacular speech, * * * explained the general purpose of the Durbar."

"The Director of Public Instruction, Captain Fuller, Royal Artillery, then delivered the following address:—

* * * * * * * *

"The commencement of Educational operations in this part of the country dates from 1854, when it was under the Government of the North-Western Provinces. Two years later the system of Vernacular Schools was extended over the Punjab Proper; but the events of 1857 not only swept away many of these, but paralysed all educational efforts for the next year or two; so that, beyond the establishment of a number of Village Schools, but little had been effected until the year 1860, when considerable changes were introduced under the orders of Sir Robert Montgomery, the late Lieutenant Governor. In addition to a judicious re-organization of establishments, and the enlistment of the sympathies of Civil Officers of every grade, and of the people themselves in the improvement of their Village Schools, superior Anglo-vernacular institutions were also, for the first time, set on foot. Two of these have now gradually been developed into Colleges. Normal Schools, for training adults to fill the posts of vernacular teachers, have been rendered far more efficient than formerly; and, within the last two years, an immense stride has been made towards promoting the instruction of girls equally with that of boys.

"Summing up these results, then, I may briefly observe, that we have now close upon 3,000 educational institutions, directly or indirectly connected with this department, excluding all the purely indigenous schools of the country. These institutions contain, in round numbers, about 1,00,000 scholars. A lakh of scholars sounds a large number: but when it is remembered that this is out of a population of 15 millions, it will be seen that only one out of every 150 persons is under instruction; and that, however much has been already accomplished, there is a vast field yet for the futher extension of educational operations. As an instance of the greater appreciation of our efforts by the pepole themselves, I may mention that the amount collected in tuition fees has been *twelve* times greater during the last year than it was four years ago. Again, during the same period of four years, the number of English students has risen from 1,725 to close upon 10,000. Also, while there were but 2,000 girls under instruction during 1862-63, there are now upwards of 12,000.

"But it is not only in quantity, but in quality also, that education has made the most satisfactory advance. The main test of this is the success and rapidly-increasing number of the candidates sent up by our Anglo-vernecular Schools, both Government and Aided, to the Examinations of the Calcutta University. Beginning with five students who matriculated in December 1861, the number rose to 25 in December 1863, and to 31 in the last examination of 1864. We have now between 40 and 50 of these under-graduates preparing in the Government and Aided Colleges of the Punjab for the higher University Examinations. Upwards of 20 will appear this year for the first examination in arts—a test intermediate between the Entrance and final Degree Examinations; while the number of candidates for matriculation will scarcely be less than 70.

"While the acquisition of a superior education, through the medium of English, is thus fostered and promoted, oriental scholarship is duly encouraged; *Arabic* now forms the staple of Eastern Literature studied in our Colleges, while *Persian* goes almost hand-in-hand with *Hindustani*, through our Anglo-vernacular and Vernacular Schools, until, in the higher, classes, some of the most advanced Persian authors, such as *Abul-fazal*, *Hafiz* and *Zahuri*, are critically perused and fairly mastered."

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"At the last distribution of prizes, too, it may be remembered, Lieutenant Holroyd brought to notice the remarkable fact, that although only *one-sixth* the amount formerly allowed is now spent on scholarships and other inducements to study, the present College contained *four times* as many scholars as the old Delhi College did under the administration of the North-Western Provinces. Again, on a similar recent occasion at Lahore, it was remarked that the number of students matriculated from the Punjab last December approached very closely to the number passed by the older institutions of the North-West—the numbers being 31 and 35 respectively.

"As such comparisons as these may be misinterpreted, I take the opportunity of disclaiming, on the part of all the Punjab Educational Officers, any desire to exaggerate the success of their exertions, much less to depreciate those of their comrades in the adjoining Provinces. Having served myself for some six years in the department there, I know well the zeal and ability with which it was administered by the late Director; and, from the published reports of the present Director, as well as from personal communication with several of the North-West Educational Officers, one of whom, Baboo Shiva Pershad, Joint Inspector of the Benares Circle, I am delighted to see present among us to-day—from these concurrent testimonies I say I am well aware of the great advancement, which is as visible there as here.

"The simple fact is, that since the Empire recovered from the shock of 1857, civilization in every shape has everywhere made rapid strides, and all that the Punjab Educational Department claims is *to have kept pace with the spirit of the times.*

"Before concluding I would draw your attention to the vast benefits conferred on the educational status of this city by the Revd. Mr. Winter and his collegue, Mr. Whittley, Missionaries of the Society for the Propagation of the Gospel. They have all along kept up a large and influential school, which is aided by Government, and which has, during the last two years, matriculated several students at the Calcutta University. These undergraduates they have now sent to continue their studies at the Government College. * * * * * * In like manner Female Education has been materially assisted and encouraged in this city by the care and attention bestowed by a lady on the training of Female Teachers.

From what I have seen of the results of her efforts, I have every hope that they will ultimately be crowned with consummate success."

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"After an Urdoo Report by Mr. Hutton, B. A., Officiating Inspector of Schools on the Zilla and Vernacular Schools of this Circle, had been read by that officer, followed by another in English, from Mr. Willmot, B. A., Principal of the Delhi College, which was read by Professor Cook, B. A., in the absence of the Principal, the task of distributing *khilluts* and *sunuds* to the native gentlemen, who had distinguished themselves in the cause of education, was performed by the Lieutenant Governor. At the same time scholarship certificates, medals, watches, prize books, and other rewards were distributed among the scholars, entitled to them, by the Chief Civil and Educational Officers present.

From the Secretary to Government Punjab to the Director of Public Instruction Punjab, No. 298, *dated* 12*th June*, 1865.

"I am directed to reply as follows to your, No. 193, dated 20th May last, submitting an account of the Educational Durbar held at Delhi by the Hon'ble the Lieutenant Governor on the 25th March last.

2. "The scene, which the Lieutenant Governor had the satisfaction of witnessing at Delhi on that occasion, was deeply interesting; and His Honor has derived additional pleasure now from the perusal of your address, and the other documents which accompany.

3. "Of the great eagerness for English instruction which now prevails, and is steadily iacreasing, there can be no doubt; or of the great progress which the cause of education generally has made throughout this Province during the last few years. It may be feared, undoubtedly, that the present thirst after English instruction is of a somewhat feverish character, resulting rather from a desire for Government employ, and material advancement, than from a love of knowledge for its own sake. But this, under the circumstances, must be expected. The motive is in itself by no means otherwise than a legitimate one; and, although it may, when fully indulged, give rise to hopes doomed to be hereafter disappointed, and other ill effects may result, if not guarded against, yet it is impossible but that the knowlege thus imparted must have the effect of vastly elevating, as, indeed, it has already done to some extent, the intelligence and modes of thought and feeling of the people generally; more especially when supplemented by a familiarity with the wonders of physical skill, which they are now enabled to witness and avail themselves of as the result of the advanced knowledge of the present time.

4. "On the more earnest and thoughtful minds of our pupils instruction in the higher branches of knowledge must necessarily produce a yet more powerful and beneficial effect; and these, it is to be hoped, will in their turn be led to impart, or to render accessible, to their less-favored countrymen, the treasures of which they have themselves acquired a share. And in this view the Lieutenant Governor learns, with great satisfaction from your address, that oriental scholarship is duly encouraged along with English; and on this point His Honor would only urge that both cultures be conducted, as far as possible, in combination on some settled plan, and thus rendered hand-maids the one of the other. It is by this means alone, in His Honor's opinion, that full efficiency, and the highest value, can be imparted to the superior English instruction which we are so sedulously communicating to large bodies of the people and it is a conviction to which he has been very forcibly led by his own past experience, however limited in this matter, that European knowledge acquired by a

mind already trained in schools of oriental learning, is, as a general rule, of a much more substantial character, and more moderately borne, than that of merely English scholars amongst our native youth.

5. "No announcement, however, contained in your address, has afforded His Honor more gratification than that which relates to the Delhi branch of the Society for the Propagation of the Gospel. That the under-graduates of their institution should be sent to the Government College to continue their studies; * * * * and that the ladies of the Missionaries should have assisted in the work of promoting Female Education throughout the city, are, indeed, most encouraging incidents as shewing that the neutrality, which Government must necessarily observe in matters connected with religious belief, need not withhold the most earnestly-minded from either helping to promote the efficiency of Government institutions, or availing themselves, when practicable, of the advantages which they offer. No more pleasing instance has met His Honor's observation of the absence of all antagonism and the existence of a spirit of co-operation between parties arriving at the same end, though by means, in some respects, necessarily different.

6. "Finally, the Lieutenant Governor's acknowledgments are due to yourself for the energy and zeal with which you have laboured to carry out the duties entrusted to you; and I am to request that His Honor's acknowledgments may be conveyed also to the Members of the very excellent Staff by which you are now assisted."

STATEMENTS.

STATEMENT *shewing the number of Pupils studying in each Class of*

NAME OF SCHOOLS.	No. of pupils in each Class at the close of 1863-64.											No. of pupils admitted during 1864-65.										
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	Total.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	Total.
1 Delhie, ...	18	12	18	12	36	30	37	48	192	818	1,221	18	18	30	54	52	60	171	217	466	734	1,820
2 Rewaree, ...	...	...	...	...	...	6	14	16	31	456	523	...	...	...	...	1	1	...	3	4	201	210
3 Simla, ...	...	...	...	...	12	6	6	10	17	41	92	...	...	...	...	3	2	3	3	13	111	135
4 Jugadhree, ...	...	...	...	...	...	2	...	...	28	69	99	...	...	..	...	...	...	11	36	24	366	437
5 Kurnal, ...	...	...	...	7	7	7	8	11	22	136	198	...	...	1	2	1	2	3	2	23	346	380
6 Rohtuk, ...	...	...	...	...	...	8	...	8	84	317	417	...	...	...	...	1	...	3	12	6	204	226
7 Bheewanee (for Hissar 61), ...	...	...	...	...	...	...	...	...	...	...	90	...	...	...	...	...	...	...	...	...	961	961
8 Jhujjhur, ...	...	...	...	...	...	12	11	7	8	81	119	...	..	...	...	...	...	...	1	1	145	147
Total, ...	18	12	18	19	55	71	76	100	382	1,918	2,759	18	18	31	56	58	65	191	274	537	3,068	4,316
1 Lahore, ...	5	6	11	16	4	14	46	45	22	408	577	5	2	...	12	10	6	30	77	107	647	896
2 Amritsur, ...	6	9	...	20	17	24	10	26	36	866	1,014	2	5	3	4	8	10	11	39	81	519	682
3 Mooltan, ...	4	...	...	...	11	...	6	11	12	33	77	...	...	5	6	...	...	6	6	12	274	309
4 Hooshiyarpoor,	...	7	...	8	7	8	10	9	10	41	100	...	3	...	2	2	3	1	2	3	42	58
5 Buttala, ...	...	...	...	...	16	...	25	...	14	58	113	...	...	...	8	2	16	2	18	8	9	63
6 Noorpoor, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	173	199
7 Ferozepoor, ...	...	...	...	...	10	...	17	7	12	156	202	...	...	1	2	1	6	30	96	7	136	279
8 Rahoon, ...	...	...	...	...	...	12	...	14	21	43	90	...	...	...	...	...	17	20	4	13	63	117
Total, ...	15	22	11	44	65	58	114	112	127	1,605	2,173	7	10	9	34	23	58	100	242	257	1,863	2,603
1 Goojrat, ...	...	...	6	...	15	...	19	17	24	53	134	...	...	...	...	..	4	4	15	19	194	236
2 Goojranwalla,	...	...	...	16	...	27	50	141	14	28	276	...	...	3	...	...	...	...	3	...	131	137
3 Sealkote, ...	...	...	...	2	...	13	11	13	15	13	67	...	...	...	1	...	3	2	...	4	88	98
4 Bhera, ...	...	...	...	...	6	...	13	...	11	59	89	...	...	...	2	1	...	4	3	3	164	177
5 Jhung, ...	...	...	...	...	7	8	10	15	20	64	124	...	...	...	...	...	1	1	...	1	79	82
Total, ...	...	...	6	18	28	48	103	186	84	217	690	...	...	3	3	1	8	11	21	27	656	730
1 D. G. Khan, ...	...	...	...	3	...	8	13	14	7	58	103	...	...	...	...	...	...	...	1	...	86	87
2 Abbottabad, ...	...	...	...	...	...	...	6	3	13	63	85	...	...	...	...	...	1	1	...	...	103	105
Total, ...	...	...	...	3	...	8	19	17	20	121	188	...	...	...	...	.	1	1	1	...	189	192
Grand Total,	33	34	35	84	148	185	312	415	613	3,861	5,810	25	28	43	93	82	132	303	538	821	5,776	7,841

Zillah Schools at the beginning of, and at the close of, 1864-65.

No. of pupils withdrawn during 1863-64.											No. of pupils at the close of 1864-65.										
1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	Total.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	Total.
15	16	25	33	43	51	116	158	429	935	1,821	21	14	23	33	45	39	92	107	229	617	1,220
...	...	...	1	1	4	2	8	7	258	281	...	...	5	4	6	8	13	14	67	335	452
...	...	...	...	8	4	5	6	17	65	105	...	...	...	7	3	8	5	12	24	63	122
...	...	...	...	...	2	...	6	29	73	110	...	...	...	...	...	...	11	20	22	372	426
...	...	6	2	1	1	3	4	22	222	261	...	...	1	11	7	6	7	8	42	235	317
...	...	...	...	1	1	2	7	30	231	272	...	...	...	4	6	10	9	27	46	269	371
...	...	...	...	...	...	...	...	...	513	513	...	...	...	...	...	...	...	4	7	527	538
...	...	...	...	...	1	3	3	6	48	61	...	...	...	...	5	5	7	6	25	157	205
15	16	31	36	54	64	131	192	540	2,345	3,424	21	14	29	59	72	76	144	198	462	2,575	3,651
10	5	...	9	9	9	37	67	114	541	801	13	11	...	21	16	8	35	67	95	406	672
5	2	10	14	7	16	15	41	74	582	766	11	8	13	10	21	19	27	39	113	669	930
...	...	3	6	...	...	7	8	8	148	180	7	...	...	11	..	...	16	12	12	148	206
...	1	4	3	...	2	1	4	5	35	55	...	...	11	6	9	11	...	14	7	45	103
..	...	...	8	18	4	13	1	8	28	80	...	...	...	...	...	12	14	17	14	39	96
...	...	...	...	...	...	...	...	1	44	45	...	...	...	...	...	...	...	11	22	121	154
...	...	1	2	3	14	28	63	9	120	240	...	...	11	...	11	7	30	60	11	111	241
...	...	...	...	...	17	3	3	8	22	53	...	..	...	...	...	12	17	15	26	84	154
15	8	18	42	37	62	104	187	227	1,520	2,220	31	19	35	48	57	69	139	235	300	1,627	2,556
...	...	1	1	...	2	6	7	18	50	85	6	...	...	10	9	12	17	28	66	137	285
...	...	3	...	2	5	4	7	3	183	207	...	7	12	..	...	13	9	9	17	139	206
...	...	...	3	...	5	8	5	10	24	55	...	...	...	...	11	8	9	9	13	60	110
...	...	...	...	6	...	13	2	11	96	131	...	...	...	2	...	3	..	11	14	103	135
...	...	...	1	2	1	5	5	5	46	65	...	...	8	12	..	18	7	7	24	65	141
...	...	4	5	10	13	36	26	50	399	543	6	7	20	24	28	56	42	61	131	501	877
...	...	3	...	...	4	..	2	3	45	57	...	...	...	...	7	9	10	22	21	64	133
...	...	...	...	...	5	3	6	20	71	105	...	...	..	1	...	4	...	5	14	61	85
...	...	3	...	...	9	3	8	23	116	162	...	...	...	1	7	13	10	27	35	125	218
30	21	56	83	101	148	274	413	840	4,380	6,349	58	40	81	132	156	214	335	524	931	4,827	7,302

Statement showing the Teachers employed in Town and Village Schools at the close of

DISTRICTS.	Teachers employed at the close of 1864-65 on salaries of								Teachers trained at Normal Schools who have obtained certificates of qualification, or have failed.							
	5 Rupees.	7 Rupees.	10 Rupees.	12 Rupees.	15 Rupees.	20 Rupees.	25 Rupees.	TOTAL.	3rd grade village.	2nd grade village.	1st grade village.	3rd grade town.	2nd grade town.	1st grade town.	Teachers who failed to qualify for any certificate.	TOTAL.
1 Amballa, ...	47	28	15	5	2	4	1	102	26	24	21	3	4	...	11	89
2 Loodiana, ...	24	26	16	10	...	1	1	78	8	16	22	2	...	1	19	68
3 Simla, ...	...	...	...	...	3	...	...	3	1	...	...	...	...	...	...	1
4 Delhie, ...	32	25	14	...	7	2	...	80	10	15	13	...	2	2	7	49
5 Goorgaon, ...	56	35	12	...	10	1	2	116	11	3	13	7	2	...	5	41
6 Kurnal, ...	25	28	9	...	3	2	..	67	11	15	12	1	1	1	12	53
7 Hissar, ...	12	9	7	2	1	1	1	33	2	1	2	1	1	...	5	12
8 Rohtuk, ...	24	7	6	...	6	1	...	44	12	3	12	3	1	...	4	35
9 Sirsa, ...	8	5	4	1	1	1	...	20	...	2	...	1	...	...	...	3
TOTAL, ...	228	163	83	18	33	13	5	543	81	79	95	18	11	4	63	351
1 Jullundhur, ...	44	16	12	...	4	2	...	78	10	6	10	18	5	1	1	51
2 Hoosbiyarpoor, ...	52	37	23	5	3	3	...	123	12	12	22	42	12	...	3	103
3 Kangra, ...	33	17	10	2	4	2	...	68	11	8	9	15	1	1	7	52
4 Amritsur, ...	77	37	17	...	3	1	...	135	29	20	24	28	4	...	9	114
5 Goordaspoor, ...	76	42	18	3	4	...	1	144	45	17	23	21	6	1	14	127
6 Lahore, ...	41	14	11	...	2	2	...	70	15	9	11	10	2	...	6	53
7 Ferozepoor, ...	10	32	12	...	3	2	1	60	8	3	3	1	2	...	30	47
8 Mooltan, ...	27	13	5	2	4	...	...	51	10	3	2	3	1	...	10	29
9 Googaira, ...	13	8	5	...	4	1	...	31	4	5	2	4	...	...	4	19
10 Moozuffurgurh, ...	21	10	2	...	1	2	1	37	9	...	4	4	1	...	6	24
TOTAL, ...	394	226	115	12	32	15	3	797	153	83	110	146	34	3	90	619
1 Rawul Pindee, ...	62	11	8	...	1	...	...	82	14	10	8	7	4	...	9	52
2 Jehlum, ...	38	18	8	...	4	1	...	69	4	7	10	11	5	...	10	47
3 Goojrat, ...	35	18	10	1	2	1	...	67	4	10	11	6	1	...	7	39
4 Shahpoor, ...	14	14	11	2	2	2	2	47	7	7	5	10	...	1	3	33
5 Sealkote, ...	49	35	8	...	3	...	...	95	16	15	8	15	14	...	12	80
6 Goojranwalla, ...	66	19	12	...	1	2	...	100	8	12	6	18	6	1	5	56
7 Jhung, ...	16	10	6	...	2	1	...	35	5	3	1	4	...	...	6	19
TOTAL, ...	280	125	63	3	15	7	2	495	58	64	49	71	30	2	52	326
1 Dera Ismael Khan, ...	14	16	8	...	4	1	...	43	3	8	8	5	...	...	4	28
2 Dera Gazee Khan, ...	17	6	9	1	1	1	...	35	1	3	5	2	...	1	7	19
3 Bunnoo, ...	9	13	8	...	1	3	...	34	12	1	8	...	1	...	5	27
4 Peshawur, ...	15	15	10	...	3	2	...	45	4	3	...	3	...	...	9	19
5 Kohat, ...	...	...	3	...	...	...	2	5	1	...	...	1	...	...	1	3
6 Huzara, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL, ...	55	50	38	1	9	7	2	162	21	15	21	11	1	1	26	96
GRAND TOTAL, ...	957	564	299	34	89	42	12	1,997	313	241	275	246	76	10	231	1,392

1864-65, the salaries drawn by them, and distinguishing the trained from the untrained.

Teachers under instruction at Normal Schools, and those who have not yet been sent there.			
Studying at Normal Schools.	Not yet sent to Normal Schools.	TOTAL.	REMARKS.
6	7	13	
2	8	10	
...	2	2	
5	6	1	
24	51	75	
3	11	14	
2	19	21	
6	3	9	
3	14	17	
51	141	192	
5	22	27	
5	15	20	
1	15	16	
9	12	21	
11	6	17	
7	10	17	
5	8	13	
10	12	22	
1	11	12	
3	10	13	
57	121	178	
17	13	30	
4	18	22	
8	20	28	
4	10	14	
3	12	15	
8	36	44	
2	14	16	
46	123	169	
6	9	15	
5	11	16	
4	3	7	
8	18	26	
1	1	2	
...	...	...	
24	42	66	
178	427	605	

No.

INSTITUTIONS FOR

Government Colleges and Col-

1	2	3	4	5	6	7	8	9	9a	9b	9c	10	11			12		
			Number of pupils on the rolls at the close of the year.					*Number of pupils studying each language at the close of the year.*					Re-					
Name of institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Arabic.	Urdu.		Monthly rate of schooling fee.	From Government.			Local rate of assessment.		
Govt. College,	Lahore, ...	1st January 1864,	13	2	1	16	10	16	16	16	...	Rs. 2	15,854	15	2	...	...	...
	Delhie, ...	1st May 1864, ...	14	1	...	15	11	15	15	15	...	Rs. 2	14,077	9	10	...	...	...
		Total, ...	27	3	1	31	21	31	31	31	...	...	29,932	9	0	...	...	...

I.

GENERAL EDUCATION.

legiate Institutions for 1864-65.

13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.						CHARGES.					*Annual cost of educating each pupil.*	
Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government
...	...	208	...	...	16,062 15 2	13,289 5 4	2,773 9 10	16,062 15 2	...	...	1,606 4 9	1,585 7 11
...	...	204	...	...	14,231 9 10	11,598 . .	2,683 9 10	14,281 9 10	...	...	1,298 5 8	1,279 12 8
...	...	412	...	...	30,344 9 ..	24,887 5 4	5,457 3 8	30,344 9	...	...	1,444 15 8	1,425 5 9

No.

INSTITUTIONS FOR

Government Schools of

ZILLAH SCHOOLS.

1	2	3	4	5	6	7	8	9	9a	9b	9c	10	11	12
			Number of pupils on the rolls at the close of the year.					*Number of pupils studying each language at the close of the year.*						Re-
Name of institution.	LOCALITY.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Hindee.	Monthly rate of schooling fee.	From Government.	Local rate of assessment.
	Amballa Circle.													
1	Delhie,...	1st May 1858, ...	935	280	5	1,220	1,072	1,220	603	1,220	...		12,059	1,640 ... ...
2	Rewaree, ...	1st June 1857, ...	325	127	...	452	391	452	452	452	...		3,984 13 6	... ...
3	Simla, ...	1st March 1848, ...	112	8	2	122	83	122	59	122	...		3,560	... ...
4	Jugadhree, ...	1st June 1858, ...	383	35	8	426	325	425	53	425	...		3,070 11 ..	... .
5	Kurnal,...	23rd October 1856,	274	43	...	317	194	286	145	264	...		3,068 1 ...	... .
6	Rohtuk, ...	6th December 1856,	263	107	1	371	318	245	130	275	68		3,361 13 ..	... . ..
7	Bheewanee, ...	24th October 1857,	533	5	...	538	412	138	51	10	367		2,359 7 ..	... .
8	Jhujjhur, ...	1st April 1859, ...	174	31	...	205	122	115	48	111	97		1,770 9 .	... ..
		TOTAL, ...	2,999	636	16	3,651	2,917	3,003	1,544	2,879	532		33,234 6 6	1,610 . ..
	Lahore Circle.													
1	Lahore,...	15th April 1860,...	455	170	47	672	545	579	364	539	8		16,798 11 ...	450 ... ..
2	Amritsur, ...	19th May 1851, ...	647	126	157	930	901	576	345	502	418		12,180 8 ..	450 . ..
3	Mooltan, ...	16th July 1860, ...	186	16	4	206	96	142	102	128	...		3,977 13 ..	1,800 . ..
4	Hooshiyarpoor, ...	27th January 1848,	88	8	7	103	91	84	45	40	20		4,530	... .
5	Buttala, ...	1st April 1857, ...	58	35	3	96	88	79	79	79	21		3,341	... . .
6	Noorpoor, ...	1st November 1864,	136	16	2	154	103	105	33	154	...		1,263 6 ...	225 ...
7	Ferozepoor, ...	August 1855, ...	155	77	9	241	196	128	103	120	69	annas.	2,510	... .
8	Rahoon, ...	22nd June 1860, ...	93	55	6	154	92	154	154	154	...		1,920	... .
		TOTAL, ...	1,818	503	235	2,556	2,112	1,847	1,225	1,716	536		46,521 6 ...	2,925 .. ..
	Rawul Pindee Circle.													
1	Goojrat, ...	22nd June 1854, ...	177	80	28	285	198	285	149	202	...	From two to eight	6,234 8 6	720 .. ...
2	Goojranwalla, ...	11th May 1860, ...	143	35	28	206	151	102	50	52	104		4,847 14 3	... .
3	Sealkote, ...	1st May 1861, ...	49	43	18	110	78	110	110	110	...		2,630 14 3	... . .
4	Bhera, ...	19th July 1854, ...	120	13	2	135	97	69	48	95	40		2,177 8 6	... . ..
5	Jhung,...	1st September 1856,	115	25	1	141	104	87	87	87	54		2,951 9 6	... .
		TOTAL, ...	604	196	77	877	628	653	444	546	198		18,842 7 ..	720 ... ..
	Frontier Circle.													
1	Dera Gazee Khan, ...	4th November 1856,	118	12	2	132	91	85	105	105	37		2,865	180 ... ..
2	Abbottabad, ...	1st July 1861, ..	51	34	...	85	73	77	35	82	...		1,780	... .
		TOTAL, ...	169	46	3	218	164	162	140	187	37		4,645	180 ... ..
		GRAND TOTAL,...	5,590	1,381	331	7,302	5,821	5,665	3,353	5,328	1,303		1,03,243 3 6	5,465 . ..

II.

GENERAL EDUCATION.

the Higher Class for 1864-65.

13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.						CHARGES.					*Annual cost of educating each pupil.*	
Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
5,800	...	3,028 13	...	...	23,522 13	20,105	3,417 13	23,522 13	...	...	21 15 2	11 4
...	...	215 15 6	...	...	4,200 15	3,735	465 14	4,200 13	...	...	10 11 6	10 3
...	...	...	...	...	3,560	3,345	215	3,560	...	...	42 14 3	42 14 3
...	...	63 7	...	...	3,134 2	2 520	614 2	3,134 2	...	...	9 10 4	9 7 2
...	...	311	...	...	3,379 1	2,515	864 1	3,379 1	...	...	17 5	15 13
...	...	377 3	...	...	3,739	2,835	904	3,739	...	...	11 12 2	10 9 2
...	...	215 15 6	...	...	2,575 6 6	2,060	515 6 6	2,575 6 6	...	...	6 4	5 7 9
...	...	123 4	...	...	1,893 13	1,760	133 13	1,893 13	...	...	15 8 4	14 8 2
6,800	...	4,330 10	...	...	46,005 6	38,875	7,130 6	46,005 6	...	...	15 12 4	11 6
...	...	1,930 8	...	...	19,179 3	17,249 3	1,930	19,179 3	...	...	35 5 1	30 13 2
500	...	1,754 14 6	...	1,200	16,085 6 6	14,023 8	2,061 14 6	16,085 6 6	...	...	17 13 8	13 8 5
...	...	218 6	...	...	5,996 3	5,542 13	353 6	5,996 3	...	...	62 7 4	41 7 1
...	...	116 1 9	...	...	4,716 1 9	4,330	386 1 9	4,716 1 9	...	...	51 13 2	49 12 6
...	...	280	...	...	3,621	3,295	326	3,621	...	...	41 2 4	37 15 5
...	...	10 14	...	...	1,499 4	1,488 6	10 14	1,499 4	...	...	14 8 11	12 4 3
...	...	430 3 9	...	1,200	4,140 3 9	3,600	540 3 9	4,140 3 9	...	...	21 2	12 13
...	...	115 7 3	...	...	2,035 7 3	1,920	115 7 3	2,035 7 3	...	...	22 2	20 13 11
500	...	4,926 7 3	...	2,400	57,272 13 3	51,448 14	5,823 15 3	57,272 13 3	...	...	27 1 8	22 6
...	...	268 5	...	...	7,222 13 6	6,263 7	959 6 6	7,222 13 6	...	...	36 7 8	31 7 9
...	...	122 10 6	...	...	4,970 8 9	4,655 3	315 8 6	4,970 8 9	...	...	32 14 7	32 1 7
...	...	277 14 1	...	...	2,908 12 4	2,470	438 12 4	2,908 12 4	...	...	37 4 8	33 11 8
...	...	148 5 9	...	...	2,325 14 3	1,940	385 14 3	2,325 14 3	...	...	23 15 8	22 7 2
...	...	183 1 9	...	...	3,134 11 3	2,470	664 11 3	3,134 11 3	...	...	30 2 3	28 6 1
...	...	1,000 5 1	...	...	20,562 12 1	17,798 7 3	2,764 4 10	20,562 12 1	...	...	32 11 11	30 1
...	...	202 10	...	...	3,247 10	2,960	287 10	3,247 10	...	...	35 11	31 7 9
...	...	6 14 9	...	...	1,786 14 9	1,680	106 14 9	1,786 14 9	...	...	24 7 8	24 6 2
...	...	209 8 9	...	...	5,034 8 9	4,640	394 8 9	5,034 8 9	...	...	30 11 2	28 5 2
7,300	...	10,466 15 1	...	2,400	1,28,875 2 7	1,12,762 5 3	16,112 13 4	1,28,875 2 7	...	...	22 2 2	17 11 9

No

INSTITUTIONS FOR

Government Schools of Middle Class

1	2	2a	3	4	5	6	7	8	9	9a	9b	9c	10
Name of institution.	District.	Place.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.	
TOWN SCHOOLS.	**AMBALLA CIRCLE.**												
	Amballa, ...	Shahabad,... ...	3rd Decr. 1856, ...	24	43	4	71	70	...	31	71	...	1 anna.
		Radour, ...	... ...	31	33	2	66	50	...	22	66	...	...
		Ladwa, ...	... ...	36	15	5	56	55	...	21	56	...	...
		Boorya, ...	... ...	102	98	11	211	150	203	20	211	...	...
		Sadhowra,... ...	26th June 1856,...	36	57	1	94	34	...	19	91	...	...
		Roopur, ...	... ...	192	19	4	215	112	173	24	215	...	...
		Munee Majra, ...	... ...	38	25	8	71	75	...	19	71	...	...
		Thaneysur, ...	... ...	90	20	4	114	96	...	25	114	...	...
			Total, ...	549	310	39	898	692	376	181	898	...	...
	Loodeana, ...	Jugraon, ...	22nd June 1856, ...	82	41	5	128	105	...	80	128	...	...
		Rai Kote,... ...	... ...	64	27	17	108	95	...	44	108	...	...
			Total, ...	146	68	22	236	200	...	124	236	...	...
	Kurnal, ...	Paniput, ...	23rd October 1856,	73	43	...	116	90	40	13	79	24	...
		Kaithul, ...	6th June 1856, ...	84	25	2	111	102	33	43	74	41	...
		Poondri, ...	... ...	88	25	...	113	77	...	35	113	...	...
			Total, ...	245	93	2	340	269	73	91	266	65	...
	Delhie, ...	Nujufgurh, ...	1st December 1857,	87	18	...	105	90	...	20	30	65	...
		Arabserai, ...	4th March 1858, ...	46	54	...	100	64	41	15	100	...	...
		Soonput, ...	28th Novr. 1856,...	45	19	...	64	60	...	14	64	...	...
		Bullubgurh, ...	28th Sept. 1859, ...	59	6	...	65	59	...	10	30	35	...
		Furidabad,... ...	... ...	63	11	...	74	83	...	15	49	25	...
		Mehrowlee, ...	... ...	41	34	1	76	46	...	9	37	39	...
			Total, ...	341	142	1	484	402	41	83	310	164	...
	Goorgaon, ...	Goorgaon,... ...	... ...	47	14	...	61	55	61	46	15	...	...
		Sohna, ...	1st February 1858,	55	45	2	102	63	43	27	20	13	...
		Furruckhnagar, ...	... ...	69	37	...	106	69	44	31	47	28	...
		Ferozepoor, ...	1st February 1858,	67	39	...	106	72	60	41	49	16	...
		Pulwul, ...	... ...	207	68	...	275	148	40	58	121	96	...
			Total, ...	445	203	2	650	407	248	210	287	153	...
	Sirsa, ...	Sirsa, ...	1st Sept. 1859, ...	85	18	1	104	72	....	...	50	54	...
	Rohtuk, ...	Mehim, ...	... ...	34	26	...	60	40	..	30	60	8	...
		Gohana, ...	25th January 1860,	66	39	...	105	92	45	50	82	33	...
		Bahadurgurh, ...	21st July 1857, ...	77	21	2	100	85	4	31	57	66	...
			Total, ...	177	86	2	265	217	49	111	199	107	...
	Hissar. ...	Hissar, ...	27th July 1859, ..	44	19	1	64	58	...	27	16	21	...
		Hansi, ...	January 1857,	48	18	...	66	65	...	12	18	36	...
			Total, ...	92	37	1	130	123	...	39	34	57	...
		30 Total	Amballa Circle,	2,080	957	70	3,107	2,382	787	759	2,280	600	...

GENERAL EDUCATION.

(*Town Schools*) *for* 1864-65.

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.								Charges.					*Annual cost of educating each pupil.*	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extra ordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government
448 . .	18 . .	...	...	11 12	...	...	477 12	420 ...	75 12	477 12	.	...	6 13 2	6 6 5
43 . .	168 . .	...	...	4 11	...	...	215 11	168 .	47 11	215 11	...	...	4 5	... 13 9
43 . .	276 . .	...	...	7 8	...	...	326 8	276 .	50 8	326 8	.	...	5 14 11	... 12 6
337 . .	6 . .	...	...	14 13	...	...	357 13	300 ...	57 13	357 13	..	...	2 6 2	2 3 11
450 3 6	54 . .	...	...	11 8	...	...	515 11 6	459 .	56 11 6	515 11 6	...	...	6 2 3	5 5 9
43 . .	420 . .	...	...	7 6	...	...	470 6	420 ...	50 6	470 6	.	...	4 2 6	... 6 2
43 . .	180 . .	...	...	6 8	...	...	229 8	180 ..	49 8	229 8	.	...	3 1	... 9 2
43 ...	480 . .	...	...	... .	...	...	523 ...	480 ...	43 ...	523 ...	..	...	5 7 2	... 7 1
1,450 3 6	1,602 ...	...	...	64 2	...	...	3,116 5 6	2,703 ...	413 5 6	3,116 5 6	...	...	4 7 11	2 1 6
499 13 .	24 ...	...	...	93 6	...	...	617 3	456 ...	161 3	617 3	..	...	5 14 1	4 12 2
73 ...	240 ...	...	...	55 7	...	...	368 7	240 ..	128 7	368 7	..	...	3 14 1	... 12 4
572 13 ..	264 ..	...	...	148 13	...	...	985 10 ..	696 ...	289 10	985 10	...	..	4 6 10	2 13 10
438 8 .	130 8 ..	...	...	23 8	..	...	592 8 ..	504 ...	88 8 .	592 8	...	...	6 9 6	4 13 11
402 8 ..	172 8 ..	...	...	48 1	...	...	623 1 ..	510 ...	113 1 ..	623 1	...	...	6 1 9	3 15 1
283 9 .	84 ..	...	...	7 .	...	...	374 9 ..	302 9	72 ...	374 9	..	...	4 13 10	3 11 9
1,124 9 ...	387 ...	...	...	78 9	...	...	1,590 2 ...	1,316 9	273 9	1,590 2	...	...	5 14 7	4 2 10
330	126 ...	...	...	19 ..	...	...	475 ...	420 .	55 ..	475 ...	..	...	5 4 5	3 10 8
330 . .	174 ...	...	...	9 ..	...	...	513 .	468 ..	45 ..	513 ...	..	...	8 3	5 2 6
389 1 6	30 ...	...	...	10 2	...	...	429 3 6	382 .	47 3 6	429 3 6	...	...	7 2 5	6 7 9
37 8 ..	348 ..	...	...	7 1	...	...	392 9 .	348 .	44 9	392 9	..	...	6 10 4	... 10 2
37 8 ..	372 ...	...	...	31 7	...	...	440 15 ..	372 ...	68 15	440 15	..	...	5 5	... 7 3
47	315 ...	...	...	... 12	...	...	362 12	315 ...	47 12	362 12	.	...	7 14 2	1 ... 4
1,170 1 6	1,365 ...	...	...	77 6	...	...	2,613 7 6	2,305 ...	308 7 6	2,613 7 6	...	...	6 8	2 14 7
435 . ..	... ...	...	...	10 3	...	...	445 3	354 ..	91 3	445 3	...	...	8 1 6	7 14 7
327 . ..	125 ...	...	...	6 5	...	...	458 5 ..	371 ..	87 5	458 5	...	...	7 4 5	5 3 1
81	312 .	...	...	3 13	...	...	396 13 ..	312 .	84 13	396 13	..	...	5 12	1 2 9
435	174 ..	...	...	22 13	...	...	631 13	528 ...	103 13	631 13	.	...	8 12 5	6 .. 8
81 8 .	456 .	...	...	8 1	...	...	548 9	456 8	92 1	548 9	..	...	3 11 4	... 9 2
1,362 8 ...	1,067 ..	...	...	51 3	...	...	2,480 11	2,021 8	459 3	2,480 11	...	...	6 1 6	3 5 7
348 . ..	122 ...	...	...	3 1	...	...	473 1 ..	470 ...	3 1	473 1	...	...	6 9 2	4 13 6
337 8 ...	70 8 ...	...	...	8 13	...	...	416 13	348 ..	68 13	416 13	.	...	10 6 9	8 7 ...
456	120 ..	...	...	16 1	...	...	592 1	516 .	76 1	592 1	..	...	6 7	4 11 9
435 7 6	166 .	...	...	11 15	...	...	613 6 6	542 ...	71 6 6	613 6 6	...	...	7 3 6	5 2 ...
1,228 15 6	356 8	...	...	36 13	...	...	1,622 4 6	1,406 ..	216 4 6	1,622 4 6	...	...	7 7 5	5 10 7
31 7 9	600 .	...	...	30 11	...	...	662 2 9	601 ...	61 2 9	662 2 9	...	...	11 6 8	... 8 11
339 7 9	87 .	...	...	7 ...	...	...	433 7 9	396 7 9	37 ...	433 7 9	...	...	6 10 8	5 3 7
370 15 6	687 ..	...	...	37 11	...	...	1,095 10 6	957 7 9	98 2 9	1,095 10 6	...	...	8 14 6	3 .. 3
1,629 2 ..	5,850 8	...	...	497 10	...	...	13,977 4 ..	11,915 8 9	2,061 11 3	13,977 4	...	...	5 13 11	3 3 5

N°

INSTITUTIONS FOR

TOWN SCHOOLS.

1	2	2a	3	4	5	6	7	8	9	9a	9b	9c	10
Name of institution.	District.	Place.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.	
	LAHORE	**CIRCLE.**											
	Jullundur, ...	Bustee Shekh, ...	1st Novr. 1862, ...	45	27	...	72	69	...	24	48	...	1 anna.
		Nawashahir, ...	11th October 1856,	101	5	3	109	113	...	18	76	15	...
		Bungah, ...	1st Novr. 1862, ...	51	13	14	78	75	...	29	49	...	...
		Nakodur, ...	7th ditto 1856, ...	132	8	1	141	119	...	14	26	101	...
		Phillour, ...	10th May 1856, ...	46	14	4	64	58	...	21	23	...	...
			Total, ...	375	67	22	464	434	...	106	242	116	...
	Hooshiyarpoor,	Hurrianah, ...	15th April 1853, ...	107	22	1	130	124	...	37	88	42	...
		Gur Shunkur, ...	1st December 1853,	32	55	2	89	85	...	39	89	...	...
		Doosooha, ...	1st May 1852, ...	65	12	14	91	71	...	25	59	32	...
		Ormaran, ...	26th Sept. 1857, ...	30	35	...	65	59	...	39	65	..	...
		Onah, ...	2nd July 1852, ..	79	6	14	99	78	40	29	57	42	...
			Total, ...	313	130	31	474	417	40	169	358	116	...
	Kangra, ...	Noorpoor, ...	10th April 1856, ...	...	...	...	...	109	...	...	...	...	...
		Jwala Mookhee, ...	11th ditto, ...	80	15	...	95	58	...	17	58	37	...
		Teera, ...	15th ditto, ...	128	16	2	146	116	...	32	86	62	...
			Total, ...	208	31	2	241	283	...	49	144	99	...
	Amritsur, ...	Varowall, ...	11th March 1858,	35	27	10	72	52	...	29	72	...	...
	Goordaspoor, ...	Deenanagar, ...	8th May 1856, ...	29	57	...	86	116	...	26	86	...	...
		Kala Nour, ...	1st June 1857, ...	36	23	2	61	100	...	23	61	...	...
		Dera Nanuk, ...	17th June 1857, ...	60	10	10	80	100	21	57	80	...	...
			Total, ...	125	90	12	227	316	21	106	227	...	...
	Lahore, ...	Bughbanpoor, ...	1st Novr. 1862, ...	8	42	...	50	51	...	20	50	...	...
		Putti, ...	Ditto, ...	53	39	3	95	85		10	95	...	...
		Kussoor, ...	15th April 1856, ...	56	33	3	92	79	64	28	92	...	...
		Choonecan, ...	25th May 1856, ...	63	13	24	100	74	44	11	100	...	...
		Shurukpoor, ...	17th ditto, ..	25	25	4	54	44	24	14	54	..	...
			Total, ...	205	152	34	391	333	132	78	391	...	...
	Ferozepoor, ...	Moga, ...	22nd June 1856, ...	33	11	21	65	52	...	32	65	...	...
		Zeera, ...	1st June 1856, ...	47	14	11	72	67	...	26	72	...	...
		Dhurum Kote, ...	... ...	28	41	9	78	66	...	39	78	...	..
			Total, ...	108	66	41	215	185	...	97	215	...	...
	Googaira, ...	Sayudwalla, ...	10th June 1856, ...	59	6	14	79	49	28	79	79	...	...
		Kote Kamalia, ...	... ...	85	4	3	92	80	...	92	92	49	...
			Total, ...	144	10	17	171	129	28	171	171	49	...
	Moozuffurgurh,	Koteodoo, ...	1st Sept. 1856, ...	84	56	...	140	79	...	33	107	...	...
		28 Total	Lahore Circle, ...	1,597	629	169	2,395	2,228	221	838	1,927	370	...

* Converted, from 1st November, 1864, into a Zillah School.

III.

GENERAL EDUCATION.—*(Continued.)*

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.								Charges.					*Annual cost of educating each pupil.*	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
168 12 ...	24	...	...	14 9	...	...	207 5 ...	167 12 ...	39 9 ..	207 5 ...	...	...	3 .. 1	2 7 2
618 12 ...	11 4 ...	...	...	33 12	...	...	663 12 ...	618 12 ...	45	663 12 ...	...	...	5 13 2	5 7 7
280 12 ...	... ...	...	...	55 9	...	...	336 5 ...	280 12 ...	55 9 ...	336 5 ...	...	...	4 6 11	3 11 11
435 12 ...	53 4 ...	...	...	12 2	...	...	501 2 ..	489	12 2 ...	501 2 ...	...	...	4 3 5	3 10 6
375 12 ...	... .	...	...	29 9	...	...	405 5 ...	375 12 ..	29 9 ...	405 5 ..	...	...	6 15 10	6 7 8
1,879 12 ...	88 8 ...	...	...	145 9	...	...	2,113 13 ..	1,932	181 13 ...	2,113 13 ...	...	...	... ...	... ...
539 12 ...	42	...	...	24 8 ..	...	...	606 4 ...	598 12 ..	47 8 ...	606 4 ...	...	...	4 10 6	4 5 6
359 12 ...	102	...	...	25 12 ..	...	...	487 8 ...	451 12 ..	35 12 ..	487 8 ...	...	...	5 11 9	4 3 9
376 12 ...	114	...	...	42 8 ..	...	...	533 4 ..	460 12 ..	72 8 ..	533 4 ...	...	...	7 9 11	5 6 1
180 12 ...	188	...	...	27 15 ...	...	...	396 11 ...	368 12 ...	27 15 ...	396 11 ..	...	...	6 11 7	3 1 ...
479 15 ...	29 4	...	...	29 3 ...	...	...	538 6 ..	499	39 6 ...	538 6 ...	...	...	6 14 4	6 2 5
1,936 15 ...	475 4 ..	...	...	149 14 ..	...	...	2,562 1 ..	2,339	223 1 ...	2,562 1 ...	...	..	... ...	... .
414 3 3	12	...	...	15 6 ...	...	...	441 9 3	392 3 3	49 6 ...	441 9 3	...	...	4 .. 10	3 12 9
492	48 . ..	...	...	8	...	...	518	538	10	548 .	...	...	9 7 2	8 7 9
528 .. .	24	...	...	3 12 ...	...	...	555 12 ..	550 12 ...	5	555 12 .	...	...	4 12 8	4 8 10
1,434 3 3	84	...	...	27 2 ..	...	...	1,545 5 3	1,480 15 3	64 6 ...	1,545 5 3	...	...	... ...	... ...
... ...	294	...	...	11	...	...	305	294 . ..	11	305	...	...	5 13 10	... ...
270	... .. .	...	...	58 5 ...	...	...	328 5 ...	270	58 5 ..	328 5 .	...	...	2 13 3	2 5 3
326 15 ..	... .	...	...	19 7 ...	...	...	346 6 ..	326 15 ..	19 7 ...	346 6 .	...	...	3 7 5	3 4 4
364 10 5	82 .. .	...	...	18 6 ...	...	...	465 . 5	424 10 ..	40 6 5	465 ... 5	...	...	4 10 4	3 10 4
961 9 5	82	...	...	96 2 ..	...	...	1,139 11 5	1,021 9 ...	118 2 5	1,139 11 5	...	...	... ...	... .
147	... .	...	...	3 12 ..	...	...	150 12 ..	147	3 12 ...	150 12 ..	...	...	2 15 4	2 14 1
362 14 9	... .	...	...	7 12 ...	...	...	370 10 9	362 14 9	7 12 ...	370 10 9	...	...	4 5 9	4 4 4
462 5 2	... ...	...	...	13 14 ...	...	...	476 3 2	366 3 2	110	476 3 2	...	...	6 .. 5	5 13 8
485 5 11	... .	...	...	14 3 ...	...	...	499 8 11	445 5 11	54 3 .	499 8 11	..	...	6 11 11	6 8 11
385 5 3	... .	...	...	4 10 ...	...	...	389 15 3	385 5 3	4 10 ...	389 15 3	...	...	8 13 10	8 12 1
1,842 15 1	... .	...	...	44 3 ...	..	...	1,887 2 1	1,706 13 1	180 5 ...	1,887 2 1	...	...	... ...	... ...
567 9 5	... .	...	...	6 10 ...	...	...	574 3 5	487 9 5	86 10 ..	574 3 5	...	...	11 . 8	10 14 8
542 9 9	... .	...	...	8 3 ...	...	...	550 12 9	500	50 12 9	550 12 9	...	...	8 3 6	8 1 7
42 9 9	372	...	...	7	...	...	421 9 9	372 9 9	49	421 9 9	...	...	6 6 3	... 10 4
1,152 12 11	372	...	...	21 13 ...	...	...	1,546 9 11	1,360 3 2	186 6 9	1,546 9 11	...	...	... ...	... ...
327	... .	...	...	5 14 ..	...	...	332 14 ..	327	5 14 ...	332 1 .	...	...	6 12 8	6 10 9
366	... ...	...	...	5 13 ..	...	...	371 13 ...	366 . .	5 13 ...	371 13 .	...	...	4 10 4	4 9 2
693	... .	...	...	11 11 ..	...	...	704 11 ...	693	11 11 ...	704 11 ..	...	...	... .. .	... ...
372	94	...	.	3	...	...	469	466	3	469	...	...	... .	4 11 4
10,273 3 8	1,489 12 ..	...	...	510 6 ...	...	...	12,273 5 8	11,293 8 6	979 13 2	13,273 5 8	...	...	5 15 .	... .

No.

INSTITUTIONS FOR

TOWN SCHOOLS.

1	2	2a	3	4	5	6	7	8	9	9a	9b	9c	10
Name of institution.	District.	Place.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.	
RAWUL PINDI CIRCLE.													
	Bawul Pindee,	Kulur, ...	1st August 1853,...	55	5	5	65	64	...	65	65	...	1 anna.
	Jhelum, ...	Rohtas, ...	18th August 1854,	23	48	4	75	59	...	75	75	...	...
		Chukowal,... ...	1st February 1857,	56	20	14	90	75	...	90	90	...	...
			Total, ...	79	68	18	165	134	...	165	165	...	...
	Goojrat, ...	Koonjah, ...	15th July 1854, ...	52	22	11	85	85	...	37	85	..	...
		Dingah, ...	22nd ditto 1856,...	52	6	10	68	63	...	35	68	...	...
			Total, ...	104	28	21	153	148	...	72	153	...	...
	Sealkote, ...	Duska, ...	1st June 1856, ...	37	8	11	56	49	35	23	56	...	...
		Pusroor, ...	20th July 1856, ...	21	56	1	78	67	16	10	78	...	...
		Zufferwal, ...	6th August 1854,	44	63	12	119	99	30	35	119	...	...
			Total, ...	102	127	24	253	215	81	68	253	...	...
	Goojranwalla,	Hafizabad,... ...	14th June 1856, ...	98	15	10	123	105	...	56	123	...	...
		Pindi Bhuttian, ...	... ...	21	24	1	46	48	...	27	46	...	...
			Total, ...	119	39	11	169	153	...	83	169	...	...
	Jhung, ...	Megyana,... ...	6th June 1856, ...	77	20	1	98	74	...	18	98	...	...
		11 Total Rawul	Pindi Circle, ...	536	287	80	903	788	81	471	903	...	...
FRONTIER CIRCLE.													
	Dera G. Khan,	1 Jampoor, ...	1st October 1856,...	30	25	...	55	72	...	28	55	...	...
		30 Amballa Circle,	... ...	2,080	957	70	3,107	2,382	787	759	2,280	600	...
		28 Lahore Circle,	... ...	1,597	629	169	2,395	2,228	221	838	1,927	370	...
		70 GRAND TOTAL, ...		4,243	1,898	319	6,460	5,470	1,089	2,096	5,165	970	...

III.

GENERAL EDUCATION.—*(Continued.)*

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.								Charges.					*Annual cost of educating each pupil.*	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government
5 8 6	324 ...	...	...	4 3	...	...	333 11 6	324 ...	9 11 6	333 11 6	...	...	5 3 5	... 1 5
296 6 3	... ...	...	...	13 .	...	...	309 6 3	290 ..	19 6 3	309 6 3	...	...	5 3 11	5 ... 5
410 15 ...	70 ...	...	...	22 13	...	...	503 12 ...	470 15 .	32 13 ...	503 12 ...	...	...	6 11 4	5 7 1
707 5 3	70 ...	...	...	35 12 .	...	...	813 2 3	760 15 ...	52 3 3	813 2 3	...	...	... ...	... ...
474 13 ...	... ...	...	...	15 13	...	...	490 10 ...	469	21 10 ...	490 10 ...	...	...	5 12 5	5 9 5
304 10 ...	... ...	...	...	33 ..	...	...	337 10 ...	304 10 ...	33 .. .	337 10 ...	...	...	5 5 9	4 13 4
779 7 ...	... ...	...	...	48 13	...	...	828 4 ...	773 10 ..	54 10 .	828 4 ..	...	...	... ...	... .
226 10 6	... ...	...	...	28 9	...	...	255 3 6	210 10 6	44 9 .	255 3 6	...	...	5 3 4	4 10 ...
290 15 ...	... ...	...	...	24 11 .	...	...	315 10 ...	290 15 ...	24 11 .	315 10 ..	...	...	4 11 5	4 5 6
338 10 ...	... ...	...	...	41 2 .	...	...	379 12 ...	325 10 ..	54 2 .	379 12 ..	...	...	3 13 5	3 6 9
856 3 6	... ...	...	...	94 6	...	...	950 9 6	827 3 6	123 6 ..	950 9 6	...	...	... ...	... ...
387	... ...	...	...	53 1	...	...	440 1 ...	377	63 1 .	440 1 .	...	...	4 3 1	3 11 ...
184 8 ...	40 ..	...	...	19 10	...	...	244 2 ...	223 2 ..	21 . ..	244 2 .	...	...	5 1 5	3 15 6
571 8 ...	40 ...	...	...	72 11	...	...	684 3 ...	600 2 ..	84 1 ..	684 3 .	...	...	... ...	... ...
319 8 ...	75 ...	...	...	9 6	...	...	403 14 ...	391 8 ...	12 6 ...	403 14 .	...	...	5 7 4	4 5 ...
3,239 8 3	509 ...	...	...	265 4	...	...	4,013 12 3	3,677 6 6	336 5 9	4,013 12 3	...	...	5 6 1	5 1 6
317 8 ...	... ...	...	...	... ...	...	...	317 8 ...	313 8 .	4	317 8 .	...	...	4 6 7	4 6 7
7,629 2 ...	5,850 8 .	...	...	497 10	...	...	13,977 4 ..	11,915 8 9	2,061 11 3	13,977 4 .	...	...	5 13 11	3 3 5
10,273 3 8	1,489 12 ...	...	...	510 6	...	...	12,273 5 8	11,293 8 6	979 13 2	12,273 5 8	...	...	... ...	... ...
21,459 5 11	7,849 4 ...	...	...	1,273 4	...	...	30,581 13 11	27,199 15 9	3,381 14 2	30,581 13 11	...	...	5 9 5	3 14 9

No.

INSTITUTIONS FOR

Government Schools of the

VILLAGE SCHOOLS.

1	2		3	3a	4	5	6	7	8	9	9a	9b	9c	10	11		
					Number of pupils on the rolls at the close of the year.					*Number of pupils studying each language at the close of the year.*					Re-		
Name of institution.	District.	Tahsil.	Number of Schools.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Persian.	Urdu.	Nagri.	English.	Monthly rate of schooling fee.	From Government.		
		Amballa Circle.															
	Amballa.	Amballa, ...	17	6th Sept. 1856,	242	224	42	508	470	98	508	...	...	1 anna.	69	1	3
		Peepli, ...	14	7th ditto, ...	127	148	21	296	341	32	296	...	...	...	66	..	.
		Jugadhree, ...	13	15th ditto 1858,	272	225	15	512	490	61	512	...	...	...	66	..	..
		Naraingurh, ...	10	1st Decr. 1857, ...	113	134	7	256	190	30	256	...	...	...	66	.	..
		Khurur, ...	17	1st Feby. 1858,	215	184	109	508	477	66	508	...	...	...	66	..	..
		Roopur, ...	15	6th April 1858,	209	177	108	494	444	93	494	...	...	...	66	..	..
			86	Total, ...	1,180	1,092	302	2,574	2,412	380	2,574	...	...	...	399	1	3
	Loodiana.	Loodiana, ...	20	2nd Novr. 1856,	160	214	92	466	430	172	466	...	...	...	140	14	..
		Jugraon, ...	16	13th June 1857,	164	135	144	443	405	194	443	...	...	...	139	..	.
		Pukkhoowal, ...	21	27th July 1858,	216	167	187	570	543	228	570	...	...	...	139	.	..
		Sumrala, ...	18	7th ditto, ...	352	143	115	610	520	201	610	...	...	...	139		.
			75	Total, ...	892	659	538	2,089	1,898	795	2,089	...	...	...	557	14	..
	Simla.	Kalka, ...	1	... ...	...	...	...	...	35	...	...	...	...	...	...	..	..
		Kikur Hutty, ...	1	... ...	...	...	..	...	15	...	...	...	...	...	...	.	..
		Kokkhai, ...	1	... ...	...	...	...	...	20	...	...	...	...	...	...	..	.
			3	Total, ...	...	...	...	...	70	...	...	...	...	...	...	.	..
	Delhie.	Delhie, ...	27	... ...	531	101	27	659	557	45	113	585	...	...	113	8	..
		Sursowlee, ...	21	15th March 1858,	277	85	...	362	378	41	362	76	...	...	113	8	..
		Bullubgurh, ...	14	28th Sept. 1859,	249	54	...	303	281	9	83	220	...	...	114	2	..
			62	Total, ...	1,037	240	27	1,324	1,216	98	558	881	...	...	341	2	..
	Goorgaon.	Rewarree, ...	22	9th Sept. 1854, ...	829	38	..	867	470	38	141	688	...	...	53	8	..
		Noh, ...	17	22nd July 1854,	372	165	...	537	456	45	107	385	43	...	5.	8	..
		Jharsa, ...	18	24th Decr. 1857,	484	69	...	553	403	48	104	401	30	...	53	8	..
		Ferozepoor, ...	11	... ...	148	136	...	284	251	64	107	113	...	...	59	6	..
		Pulwul, ...	13	... ...	473	50	...	523	361	...	90	433	...	...	53	4	..
			81	Total, ...	2,306	458	...	2,764	1,941	195	549	2,020	73	...	267	4	..
	Kurnal.	Ghurounda, ...	22	9th March 1858,	311	241	13	565	535	73	501	14	...	...	42	8	..
		Paniput, ...	24	1st ditto,	332	76	...	408	379	33	185	223	...	...	42	8	..
		Kythul, ...	5	15th ditto,	62	48	...	110	86	34	99	...	...	...	42	8	
		Gohla, ...	8	9th ditto,	85	101	13	199	179	38	199	...	...	...	43	6	3
			59	Total, ...	790	466	26	1,282	1,179	178	984	237	...	...	170	14	3
	Hissar.	Hissar, ...	6	27th July 1859,	96	11	...	107	70	...	10	97	...	...	7	12	...
		Hansi, ...	5	Jany. 1857,	130	7	...	137	112	9	9	119	...	...	7	12	...
		Bheewance, ...	4	... ...	162	...	...	162	127	...	15	147	...	...	7	12	...
		Futtiabad, ...	4	7th Jany. 1857,	84	11	7	102	82	12	22	68	...	...	7	12	.
		Burrowlla, ...	5	26th Oct. 1856,	103	31	6	140	115	12	45	83	...	...	7	12	9
			24	Total, ...	575	60	13	648	506	33	101	514	.	..	38	12	9

III. A.

GENERAL EDUCATION.

Lower Class for the year 1864-65.

12	13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.							CHARGES.					*Annual cost of educating each pupil.*	
Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
1,552	...	...	35 8	...	...	1,656 9 3	1,552	104 9 3	1,656 9 3	...	...	3 8 5	2 4
1,300	...	...	50 7	...	...	1,416 7	1,300	116 7	1,416 7	...	...	4 2 5	3 1
1,310	...	...	32 9	...	...	1,408 9	1,310	98 9	1,408 9	...	...	2 14	2 2
672	...	...	34 4	...	...	772 4	672	100 4	772 4	...	...	4 1	5 7
1,780	...	...	50 14 7	...	...	1,896 14 7	1,780	116 14 7	1,896 14 7	...	...	3 15 8	2 3
1,480	...	...	54 7	...	...	1,600 7	1,480	120 7	1,600 7	...	...	3 9 8	2 5
8,094	...	...	257 9 4	...	...	8,750 10 7	8,094	656 10 7	8,750 10 7	...	...	3 10 1	2 10
1,900	...	...	101 11	...	...	2,142 9	1,900	242 9	2,142 9	...	...	4 15 9	5 2
1,850	...	...	87 3	...	...	2,076 3	1,850	226 3	2,076 3	...	...	5 2 1	5 6
1,940	...	...	131 5	...	...	2,210 5	1,940	270 5	2,210 5	...	...	4 1 2	4 1
1,560	...	...	165 14	...	...	1,864 14	1,560	304 14	1,864 14	...	...	3 9 5	4 3
7,250	...	...	486 1	...	...	8,293 15	7,250	1,043 15	8,293 15	...	...	5 6 10	...
190	...	...	...	...	...	190	190	...	190	...	...	5 6 10	...
190	...	...	...	...	...	190	190	...	190	...	...	12 10 8	...
190	...	...	...	...	...	190	190	...	190	...	...	9 8	...
570	...	...	...	...	...	570	570	...	570	...	...	8 2 4	...
2,790	...	...	18 10	...	...	2,922 2	2,790	132 2	2,922 2	...	...	5 4 1	3 3
1,990	...	...	14 12	...	...	2,118 4	1,990	128 4	2,118 4	...	...	5 9 8	4 10
1,720	...	...	17 6	...	...	1,851 8	1,720	131 8	1,851 8	...	...	6 9 5	6 6
6,500	...	...	50 12	...	...	6,891 14	6,500	391 14	6,891 14	...	...	5 10 8	4 6
1,760	...	...	2 8	...	...	1,816	1,760	56	1,816	...	...	3 13 10	1 9
1,450	...	...	18 5	...	...	1,521 13	1,450	71 13	1,521 13	...	...	3 5 5	1 11
1,840	...	...	...	...	...	1,893 8	1,840	53 8	1,893 8	...	...	4 11 2	2 2
1,250	...	...	23 7	...	...	1,326 15	1,250	76 15	1,326 15	...	...	5 2 2	3 5
1,256	...	...	12 14	...	...	1,322 2	1,256	66 2	1,322 2	...	...	3 10 7	2 5
7,556	...	...	57 2	...	...	7,880 6	7,556	324 6	7,880 6	...	...	4 1	2 3
2,160	...	...	31 11	...	...	2,234 3	2,160	74 3	2,234 3	...	...	4 2 10	1 3
2,300	...	...	7 7	...	...	2,349 15	2,300	49 15	2,349 15	...	...	6 3 2	1 10
420	...	...	9 6	...	...	471 14	420	51 14	471 14	...	...	5 7 10	7 11
840	...	...	17 6	...	...	900 12 3	840	60 12 3	900 12 3	...	...	5 6	3 11
5,720	...	...	65 14	...	...	5,956 12 3	5,720	236 12 3	5,956 12 3	...	...	5 10	2 4
498	...	...	...	...	...	505 12	498	7 12	505 12	...	...	7 5 2	1 9
458	...	...	...	...	...	466	458	8	466	...	...	4 2 7	1 1
392	...	...	...	4	...	399 12	392	7 12	399 12	...	...	2 2 4	1
670	...	...	...	...	...	677 12	670	7 12	677 12	...	...	8 4 5	1 6
640	...	...	...	...	...	647 12 9	640	7 12 9	647 12 9	...	...	5 10 1	1 1
2,658	...	...	...	4	...	2,697 9	2,658	39 9	2,697 9	...	...	5 5 4	1 3

No.

INSTITUTIONS FOR VILLAGE SCHOOLS.

1	2		3	3a	4	5	6	7	8	9	9a	9b	9c	10	11		
Name of institution.	District.	Tahsil.	Number of Schools.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.	Re-		
					Hindoos.	Mahomedans.	Others.	Total.		Persian.	Urdu.	Nagri.	English.		From Government.		
Amballa Circle.—*Continued.*																	
	Rohtuk.	Rohtuk, ...	10	6th Jany. 1860,	177	54	...	231	157	36	127	115	20	1 anna.	34	8	..
		Sampla, ...	11	15th July 1859,	240	30	...	270	202	31	179	142	...	...	34	8	..
		Gohana, ...	7	25th Jany. 1860,	131	7	...	138	121	12	45	93	...	...	34	8	..
		Jhujjur, ...	9	25th July. 1859,	216	40	...	256	220	48	174	101	...	...	34	13	9
		Total, ...	37	... ...	764	131	...	895	700	127	525	451	20	...	138	5	9
	Sirsa.	Sirsa,...	4	1st Sept. 1859,	182	18	...	200	151	...	21	179	...	...	...	...	..
		Sohoowala, ...	3	16th Jany. 1860,	86	16	42	144	124	...	45	107	...	...	...	..	..
		Fazilka, ...	5	11th Augt. 1860,	32	116	...	148	98	...	124	24	...	...	...	..	..
		Total, ...	12	... ...	30	150	42	492	373	...	190	310	...	...	...	..	...
	Total Amballa Circle, ...		439	... ...	7,864	3,256	948	12,068	10,295	1,806	7,570	4,413	93	...	1,919	6	..
LAHORE CIRCLE.																	
	Jullundhur.	Jullundhur, ...	21	1st May 1857, ...	325	309	57	691	648	112	691	...	...	...	77	15	3
		Nawashahur, ...	21	Ditto, ...	277	298	79	654	590	100	654	...	...	...	70	14	2
		Nakodur, ...	17	18th Nov. 1857,	203	225	44	472	417	151	472	...	...	...	41	10	.
		Phillour, ...	13	24th June 1857,	337	132	62	531	376	156	531	...	...	...	67	8	11
		Total, ...	72	... ...	1,142	964	242	2,348	2,031	519	2,348	...	...	...	258	.	4
	Hooshiyarpoor.	Hooshiyarpoor, ...	24	1st May 1853, ...	447	337	43	827	722	244	755	72	...	...	27	2	.
		Gurshunkur,...	25	19th Decr. 1853,	335	210	27	572	497	206	531	41	...	...	22	5	3
		Doosooha, ...	31	1st May 1851, ...	583	398	38	969	810	219	783	186	...	...	26	1	..
		Onah,...	23	6th June 1861,...	508	56	36	600	543	198	377	223	32	...	28	9	2
		Total, ...	103	... ...	1,823	1,001	144	2,968	2,572	867	2,446	522	32	...	104	1	5
	Kangra.	Kangra, ...	21	16th May 1856,	626	7	...	633	422	5	25	608	...	...	15	12	1
		Noorpoor, ...	12	10th April 1856,	408	39	5	452	370	70	373	79	...	..	37	1	2
		Nadqwn, ...	11	... ...	418	17	..	435	295	20	117	318	...	...	124	..	..
		Hurreepoor, ...	7	16th July 1856,	202	3	1	206	145	3	18	188	...	...	...		..
		Koolloo, ...	5	1st June 1856,	132	...	...	132	102	5	21	111	...	...	...	.	..
		Total, ...	56	... ...	1,786	66	6	1,858	1,334	103	554	1,304	...	...	176	1	3
	Amritsur.	Turn Tarun,...	27	11th March 1858,	400	285	373	1,058	1,008	303	10,58	...	...	...	128	15	.
		Raiyah, ...	32	1st Jany. 1859,	561	758	158	1,477	1,017	322	1,477	...	60	...	23	.	3
		Ajnala, ...	28	16th May 1859,	369	334	175	878	718	272	878	...	37	...	6	5	6
		Amritsur, ...	43	26th June 1857,	532	582	542	1,656	1,375	435	1,656	...	...	...	164	14	6
		Total, ...	130	... ...	1,862	1,959	1,248	5,069	4,148	1,332	5,069	...	97	...	323	3	3
	Goordaspoor.	Goordaspoor,...	35	1st April 1857, ..	768	549	138	1,455	1,308	329	1,455	...	...	...	117	14	8
		Shukkurgurh, ...	32	22nd May 1857,	588	513	131	1,232	1,157	322	1,232	...	...	...	70	10	.
		Puthan Kote, ...	20	Ditto, ...	361	253	17	631	587	117	631	22	...	...	45	13	1
		Buttala, ...	46	17th June 1857,	774	646	241	1,661	1,500	366	1,610	51	24	...	...	.	..
		Total, ...	133	... ...	2,491	1,961	527	4,979	4,652	1,164	4,928	73	24	..	234	5	9

III. A.

GENERAL EDUCATION.—*(Continued.)*

12	13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.							CHARGES.					*Annual cost of educating each pupil.*	
Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
853	...	...	5 11 6	...	...	892 3 6	852	40 3 6	892 3 6	...	...	5 10	
960	...	...	13 1	...	...	1,007 9	960	47 9	1,007 9	...	...	4 15	
516	...	...	4 5	...	...	554 13	516	38 13	554 13	...	...	4 11	1
936	...	...	2 9	...	...	973 6 9	936	37 6 9	973 6 9	...	...	4 8 5	8
												5	
3,264	...	...	25 10 6	...	...	3,428 3	3,264	164 3	3,428 3	...	...	4 11	3 11
												4 14	
408	...	...	16 15	...	...	424 15	408	16 15	424 15	...	...	2 15	
404	...	...	26 7	...	...	430 7	404	26 7	430 7	...	...	3	
416	...	...	5 6	...	...	421 6	416	5 6	421 6	...	...	4 1	2 8
												7	
1,228	...	...	48 12	...	...	1,276 12	1,228	48 12	1,276 12	...	...	3 10 2	10 4
42,840	...	...	992 10	...	...	45,745 6 10	42,840	2,905 6 10	45,745 6 10	...	...	...	...
												3 2	9
												4	1
2,460	...	...	83 1	...	...	2,621 3	2,451 3	170	2,621 3	...	...	4	7
2,500	...	...	132 9 9	...	...	2,703 7 11	2,500	203 7 11	2,703 7 11	...	...	4 2 1	7
1,420	...	...	55 10	...	...	1,517 4	1,420	97 4	1,517 4	...	...	3 8 9	
1,300	...	...	79 8	...	...	1,447 11	1,300	147 11	1,447 11	...	...	3	
7,680	...	...	350 12 9	...	...	8,238 13 1	7,671 3	617 12 10	8,288 13 1	...	...	...	...
												5 5	
2,096	...	...	74 10	...	...	2,197 12	2,096	101 12	2,197 12	...	...	3 3 8	
1,976	...	...	83 13	...	...	2,082 2 3	1,976	106 2 3	2,082 2 3	...	...	4 5 4	
2,624	...	...	120 13	...	...	2,770 14	2,624	146 14	2,770 14	...	...	3 2 3	
1,736	...	...	20 15	...	...	1,785 8 2	1,724	61 8 2	1,785 8 2	...	...	3 8 7	
8,432	...	...	300 3	...	...	8,836 4 5	8,420	416 4 5	8,836 4 5	...	...	...	...
1,816	...	...	...	...	...	1,831 12 1	1,816	15 12 1	1,831 12 1	...	...	4 13 1	...
1,250	...	...	...	...	...	1,287 1 2	1,250	37 1 2	1,287 1 2	...	...	3 15 4	...
992	...	...	...	...	...	1,116	992	124	1,116	...	...	4 2 6	...
634	...	...	...	...	...	634	634		634	...	...	4	
396	...	...	...	...	...	396	386		396	...	...	3	
												...	...
5,088	...	...	...	...	...	5,264 13 3	5,088	176 13 3	5,264 13 3	...	...	...	...
2,612	...	...	155 1	...	...	2,896	2,612	284	2,896	...	...		
2,760	...	...	151 8	...	...	2,934 8 3	2,760	174 8 3	2,934 8 3	...	...	3 12 2	7
2,616	...	...	93	...	...	2,715 5 6	2,616	99 5 6	2,715 5 6	...	...	3 2 6	3
3,812	...	...	147 12	...	...	4,124 10 6	3,812	312 10 6	4,124 10 6	...	...	3 1	8
												3 11 4	7
11,800	...	...	547 5	...	...	12,670 8 3	11,800	870 8 3	12,670 8 3	...	...	3 10 5	4
												3 13 5	9
												2 7 6	1 1
3,560	...	...	130 5	...	...	3,808 3 8	3,560	248 3 8	3,808 3 8	...	...		
1,944	...	...	193 12	...	...	2,128 6	1,944	184 6	2,128 6	...	...	...	...
1,750	...	...	75	...	...	1,870 13 1	1,750	120 13 1	1,870 13 1	...	...		
4,062	...	...	174 6	...	...	4,236 6	4,062	174 6	4,236 6	...	...		
11,316	...	...	493 7	...	...	12,043 12 9	11,316	727 12 9	12,043 12 9	...	...	...	...

No.

INSTITUTIONS FOR VILLAGE SCHOOLS.

1	2		3	3a	4	5	6	7	8	9	9a	9b	9c	10	11		
Name of institution.	District.	Tahsil.	Number of Schools.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.	Re-		
					Hindoos.	Mahomedans.	Others.	Total.		Persian.	Urdu.	Nagri.	English.		From Government.		
	Lahore Circle.—*Continued.*																
	Lahore.	Lahore, ...	20	11th April 1857,	198	276	122	596	429	28	596	...	...	...	2	7	3
		Kussoor, ...	14	8th Feby. 1858,	135	143	125	403	308	31	403	...	...	...	13	13	6
		Shurukpoor, ...	15	1st June 1858, ...	145	102	20	267	239	35	267	...	...	...	...	...	..
		Chooneean, ...	12	1st Jany. 1857,	169	127	68	364	305	30	364	...	...	...	74	15	6
		Total, ...	61	... ...	647	648	335	1,630	1,281	124	1,630	...	...	...	91	4	3
	Ferozepoor.	Zeera, ...	14	14th Novr. 1857.	111	168	38	317	249	42	317	...	...	...	41	13	...
		Mogha, ...	21	Jany. 1858, ...	167	74	214	455	384	84	455	...	...	...	...	..	...
		Ferozepoor, ...	13	April 1858, ...	35	146	33	214	195	55	214	...	...	...	...	.	...
		Mookutsur, ...	6	23rd Novr. 1857,	74	51	38	163	160	25	163	...	...	...	103	13	9
		Total, ...	54	... ...	387	439	323	1,149	988	216	1,149	...	...	...	145	10	9
	Mooltan.	Shujabad, ...	12	9th March 1857,	95	155	...	250	213	75	250	63	...	...	9	10	9
		Mailsee, ...	6	8th ditto 1858,	114	143	2	259	194	66	259	...	...	...	12	5	6
		Loodran, ...	10	11th ditto 1858,	109	190	1	300	258	101	300	...	...	...	9	..	11
		Mooltan, ...	15	4th Sept. 1856,	31	178	...	209	168	21	209	...	...	...	5	11	4
		Serai Soodhoo, ...	7	8th March 1858,	109	81	...	190	165	39	190	32	...	...	...	..	...
		Total, ...	50	... ...	458	747	3	1,208	998	302	1,208	95	...	...	36	12	0
	Montgomery.	Montgomery, ...	8	26th Feby. 1854,	142	75	24	241	220	241	241	...	42	...	...	..	..
		Hurruppa, ...	3	24th May 1858,	90	18	2	110	73	110	110	...	...	...	...	.	..
		Hoojra, ...	7	3rd April 1858, ...	125	117	49	291	253	291	291	...	...	...	...	...	..
		Pakputtun, ...	4	Ditto, ...	128	53	41	222	210	222	222	85	..	...	...	.	...
		Syudwalla, ...	5	26th ditto, ...	45	69	25	139	111	139	139	...	...	...	...	...	..
		Total, ...	27	... ...	530	332	141	1,003	867	1,003	1,003	85	42	...	...	..	..
	Moozufurgurh.	Moozufurgurh, ...	16	15th Octr. 1856,	57	188	...	245	203	76	245	..	...	...	...	.	.
		Seetpoor, ...	11	24th April 1857,	28	129	...	157	151	37	157	...	...	...	...	..	...
		Kote Adeo, ...	9	30th Augt. 1860,	121	111	1	233	117	48	233	...	...	...	...	..	..
		Total, ...	36	... ...	206	428	1	635	471	161	635	...	...	...	...	.	...
	Total Lahore Circle, ...		722	... ...	11,332	8,545	2,970	22,847	19,312	5,791	20,970	2,079	195	...	1,370	3	6
	R. PINDEE CIRCLE.																
	Rawul Pindee.	Rawul Pindee, ...	20	1st Augt. 1853,	145	309	79	533	446	533	533	...	...	...	17		..
		Kahoota, ...	9	1st Septr. 1856,	71	126	55	252	201	252	252	...	...	...	3	1	6
		Pindee Gheb, ...	12	1st June 1856,	163	153	16	332	287	332	332	...	...	...	12	.	..
		Goojer Khan, ...	16	1st Septr. 1856,	223	187	90	500	446	500	500	...	...	..	16	12	3
		Futtehjung, ...	9	1st June 1856, ...	71	86	12	169	143	169	169	...	...	...	3	3	.
		Attock, ...	11	1st July 1856, ...	61	154	1	216	212	216	216	...	...	...	9	6	6
		Murree, ...	1	1st Septr. 1856,	1	6	...	7	5	7	7	...	...	...	...	5	6
		Total, ...	78	... ...	735	1,021	253	2,009	1,713	2,009	2,009	...	...	..	61	12	9

III. A.

GENERAL EDUCATION.—*(Continued.)*

12	13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.							CHARGES.					*Annual cost of educating each pupil.*	
Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
1,700	...	...	38 1	...	...	1,740 8 3	1,700	40 8 3	1,740 8 3	...	...	4 11	1
981	...	...	13 6	...	...	1,008 3 6	981	27 3 6	1,008 3 6	...	...	3 4 5	8
864	...	...	29 9	...	...	893 9	864	29 9	893 9	...	...	3 11 5	...
1,002	...	...	8 7	...	...	1,085 6 6	1,002	85 6 6	1,085 6 6	...	...	3 8 11	3 11
4,547	...	...	89 7	...	...	4,727 11 3	4,547	180 11 3	4,727 11 3	...	...	...	...
1,314	...	...	15 4	...	...	1,371 1	1,314	57 1	1,371 1	...	...	5 8 1	2 8
2,120	...	...	4 4	...	...	2,124 4	2,120	4 4	2,124 4	...	...	5 8 7	...
1,150	...	...	6 8	...	...	1,156 8	1,150	6 8	1,156 8	...	...	5 14 10	...
651	...	...	6 15	...	...	761 12 9	651	110 12 9	761 12 9	...	...	4 12 2	10 4
5,235	...	...	32 15	...	...	5,413 9 9	5,235	178 9 9	5,413 9 9	...	...	...	...
1,200	...	...	14 3	...	...	1,223 13 9	1,200	23 13 9	1,223 13 9	...	...	5 9 2	9
1,020	...	...	14 12	...	...	1,047 1 6	1,020	27 1 6	1,047 1 6	...	...	5 8 4	1
1,020	...	...	42 2	...	...	1,071 2 11	1,020	51 2 11	1,071 2 11	...	...	4 2	7
960	...	...	... 14	...	...	966 9 4	960	6 9 4	966 9 4	...	...	5 12 1	7
720	...	...	29 13	...	...	749 13	720	29 13	749 13	...	...	4 8 9	...
4,920	...	...	101 12	...	...	5,058 8 6	4,920	138 8 6	5,058 8 6	...	...	...	...
698	...	...	35 10	...	...	733 10	698	35 10	733 10	...	...	3 5 5	...
350	...	...	4 8	...	...	354 8	350	4 8	354 8	...	...	4 13 8	...
830	...	...	13 11	...	...	843 11	830	13 11	843 11	...	...	5 5 4	...
440	...	...	9 9	...	...	440 9	440	9 9	449 9	...	...	2 2 3	...
390	...	...	2 9	...	...	392 9	390	2 9	392 9	...	...	3 8 7	...
2,708	...	...	65 15	...	...	2,773 15	2,708	65 15	2,773 15	...	...	...	...
1,380	...	...	3 9	...	...	1,383 9	1,380	3 9	1,383 9	...	...	6 13 1	...
900	...	...	...	...	...	900	900	...	90	...	...	5 15 4	...
720	...	...	...	...	...	720	720	...	720	...	...	1 2 6	...
3,000	...	...	3 9	...	...	3,003 9	3,000	3 9	3,003 9	...	...	...	...
64,726	...	...	1,985 5 9	...	...	68,081 9 3	64,705	3,376 9	68,081 9 3	...	...	...	...
1,680	...	...	2 9	...	...	1,699 9	1,680	19 9	1,699 9	...	...	3 12 2	7
840	...	...	4 7	...	...	847 8 6	840	7 8 6	847 8 6	...	...	4 2 6	3
1,140	...	...	14 0	...	...	1,166 9	1,140	26 9	1,166 9	...	...	4 1	8
1,200	...	...	12 12	...	...	1,229 8 3	1,200	29 8 3	1,229 8 3	...	...	2 11 4	7
660	...	...	2 2	...	...	665 5	660	5 5	665 5	...	...	4 10 5	4
1,020	...	...	16 1	...	...	1,045 7 6	1,020	25 7 6	1,045 7 6	...	...	4 13 5	9
112	...	...	...	...	...	112 5 6	112	... 5 6	112 5 6	...	...	22 7 6	1 1
6,652	...	...	52 8	...	...	6,766 4 9	6,652	114 4 9	6,766 4 9	...	...	...	...

No.

INSTITUTIONS FOR

VILLAGE SCHOOLS.

1	2		3	3a	4	5	6	7	8	9	9a	9b	9c	10	11		
Name of institution.	District.	Tahsil.	Number of Schools.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.	Re.		
					Hindoos.	Mahomedans.	Others.	Total.		Persian.	Urdu.	Nagri.	English.		From Government.		
R. Pindi Circle.—*Continued.*																	
	Jehlum.	Jehlum, ...	18	5th March 1858,	228	467	57	752	620	752	752	...	...	1 anna.	38	..	...
		Chukkoowal, ...	16	2nd Augt. 1858,	307	139	82	528	460	528	728	...	...	...	18	1	9
		Pind Dadun Khan, ...	17	9th Novr. 1858,	335	232	27	594	589	594	594	...	...	...	30	3	..
		Talagunj, ...	10	1st March 1858,	158	60	18	236	231	236	236	...	...	...	11	13	3
		Total, ...	61	... ...	1,028	838	184	2,110	1,900	2,110	2,110	...	...	...	98	2	..
	Goojrat.	Goojrat, ...	28	16th Sept. 1856,	315	550	32	897	786	238	897	...	...	...	18	3	3
		Kharyan, ...	17	23rd Octr. 1857,	98	556	33	687	553	124	687	...	...	...	18	4	..
		Phallian, ...	16	1st ditto, ...	177	374	72	623	407	141	623	...	...	...	8	10	6
		Total, ...	61	... ...	590	1,480	137	2,207	1,746	503	2,207	...	...	...	45	1	9
	Shahpoor.	Khooshab, ...	17	9th July 1860,	246	280	57	583	493	523	583	60	...	...	27	..	..
		Shahpoor, ...	8	26th Feby. 1857,	146	126	19	291	249	221	291	70	...	...	23	8	9
		Bhera, ...	11	5th Jany. 1857,	339	233	27	599	586	549	599	50	...	...	403	14	9
		Total, ...	36	... ...	731	639	103	1,473	1,328	1,293	1,473	180	...	...	454	7	6
	Sealkote.	Sealkote, ...	25	1st Novr. 1855,	281	404	53	738	589	222	738	...	...	...	178	10	6
		Duska, ...	22	Ditto, ...	366	279	189	834	688	231	834	...	...	...	7	11	3
		Pusroor, ...	20	Ditto ...	245	343	78	666	551	149	666	...	...	...	13	4	3
		Zufferwal, ...	21	1st Septr. 1854,	254	438	35	727	553	195	727	...	...	...	25	4	3
		Total, ...	88	... ...	1,146	1,464	353	2,965	2,381	797	2,965	...	...	...	224	14	3
	Goojranwalla.	Goojranwalla, ...	37	1st Septr. 1857,	525	320	256	1,101	1,037	403	1,101	...	19	...	28	10	...
		Wuzeerabad, ...	23	Ditto, ...	295	282	45	622	482	209	622	...	62	...	11	12	..
		Hafizabad, ...	23	Ditto, ...	394	248	99	741	690	220	741	...	...	...	13	8	9
		Total, ...	83	... ...	1,214	850	400	2,464	2,209	832	2,464	...	81	...	53	14	9
	Jhung.	Chuniote, ...	9	22nd Mar. 1857,	86	145	5	236	194	39	236	...	...	...	6	6	9
		Thorekote, ...	10	12th ditto, ...	129	123	2	254	189	37	254	26	30	...	3	9	6
		Jhung, ...	12	1st Septr. 1859,	91	161	14	266	208	58	266	28	...	...	7	5	..
		Total, ...	31	... ...	306	429	21	756	591	134	756	54	30	...	16	15	3
	Total Rawul Pindee Circle,		438	... ...	5,750	6,781	1,433	13,984	11,898	7,678	13,984	234	111	..	955	4	3
FRONTIER CIRCLE.																	
	D. I. Khan.	Dera Ismael Khan, ...	6	5th May 1858,	103	147	...	250	175	250	250	...	...	...	14	..	..
		Bhukkur, ...	10	1st Augt. 1860,	320	134	1	455	237	455	455	...	...	...	30	..	.
		Leia, ...	10	20th Sept. 1859,	341	298	4	643	321	643	643	...	...	...	32	11	..
		Kulanchee, ...	8	19th June 1858,	117	197	7	321	213	321	321	...	...	...	...	..	..
		Tânk, ...	2	12th Novr. 1858,	2	35	1	38	27	38	38	...	...	...	...	..	.
		Total, ...	36	... ...	883	811	13	1,707	973	1,707	1,707	...	...	...	76	11	.

III. A.

GENERAL EDUCATION.—*(Continued.)*

12	13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.							CHARGES.					*Annual cost of educating each pupil.*	
Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
1,580	...	...	32 11	...	...	1,650 11	1,580	70 11	1,650 11	...	...	2 10 6	1
1,224	...	...	51	...	...	1,293 1 9	1,224	69 1 9	1,293 1 9	...	...	2 13	7
1,520	...	...	79 10	...	...	1,629 13	1,520	109 13	1,629 13	...	...	2 12 3	10
452	...	...	13 6	...	...	477 3 3	452	25 3 3	477 3 3	...	...	2 11 1	10
4,776	...	...	176 11	...	...	5,050 13	4,776	274 13	5,050 13	...	...	...	...
2,150	...	...	37 6 6	...	...	2,205 9 9	2,160	45 9 9	2,205 9 9	...	...	2 12 11	4
1,232	...	...	12 3	...	...	1,262 7	1,232	30 7	1,262 7	...	...	4 1 6	6
1,322	...	...	60	...	...	1,390 10 6	1,322	68 10 6	1,390 10 6	...	...	3 6 8	4
4,704	...	...	109 9 6	...	...	4,858 11 3	4,714	144 11 3	4,858 11 3	...	...	...	...
1,688	...	...	13 14 6	...	204	1,932 14 6	1,892	40 14 6	1,932 14 6	...	...	3 14 9	11
1,200	...	...	11 2	...	192	1,426 10 9	1,392	34 10 9	1,426 10 9	...	...	5 11 7	1 6
1,144	...	...	3 7 9	...	765	2,316 6 6	2,309	7 6 6	2,316 6 6	...	...	3 7	11
4,032	...	...	28 8 3	...	1,161	5,675 15 9	5,593	82 15 9	5,675 15 9	...	...	...	...
1,904	...	...	35 3	...	...	2,117 13 6	1,904	213 13 6	2,117 13 6	...	...	3 9 6	5
1,960	...	...	114 8	...	...	2,082 3 3	1,960	122 3 3	2,082 3 3	...	...	3 5	2
1,612	...	...	10 12	...	...	1,636 3	1,612	24 3	1,636 3	...	...	2 15 6	5
1,660	...	...	52 13	...	...	1,738 1 3	1,660	78 1 3	1,738 1 3	...	...	3 2 3	9
7,136	...	...	213 4	...	...	7,574 2 3	7,136	438 2 3	7,574 2 3	...	...	...	...
3,116	...	...	250 1	...	...	3,394 11	3,116	278 11	3,394 11	...	...	3 4 5	5
1,608	...	...	118 2	...	...	1,737 14	1,608	129 14	1,737 14	...	...	3 9 8	5
2,180	...	...	70 10	...	...	2,264 2 9	2,180	84 2 9	2,264 2 9	...	...	3 4 3	4
6,904	...	...	438 13	...	...	7,396 11 9	6,904	492 11 9	7,396 11 9	...	...	...	...
932	...	...	34 4	...	...	972 10 9	932	40 10 9	972 10 9	...	...	4 12 2	6
984	...	...	16 5	...	...	1,003 8 6	984	19 8 6	1,003 8 6	...	...	5 4 1	3
980	...	...	34 13	...	...	1,022 2	980	42 2	1,022 2	...	...	4 14 7	7
2,896	...	...	85 6	...	...	2,998 5 3	2,896	102 5 3	2,998 5 3	...	...	...	...
37,100	...	...	1,104 11 9	...	1,161	40,321	38,671	1,650	40,321	...	...	...	...
916	...	...	...	...	...	930	916	14	930	...	...	5 5 5	1 3
1,120	...	...	...	...	...	1,150	1,120	30	1,150	...	...	4 13 8	2
1,030	...	...	...	...	...	1,062 11	1,030	32 11	1,062 11	...	...	3 4 11	1 7
800	...	...	...	...	...	800	800	...	800	...	...	3 12 1	...
260	...	...	...	...	...	260	260	...	260	...	...	9 10 1	...
4,126	...	...	...	...	...	4,202 11	4,126	76 11	4,202 11	...	...	...	...

No.

INSTITUTIONS FOR VILLAGE SCHOOLS.

1	2		3	3a	4	5	6	7	8	9	9a	9b	9c	10	11		
Name of institution.	District.	Tahsil.	Number of Schools.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.	Rs.		
					Hindoos.	Mahomedans.	Others.	Total.		Persian.	Urdu.	Nagri.	English.		From Government.		
Frontier Circle.—*Continued.*																	
	D. G. Khan.	Sunghur, ...	7	10th April 1858,	109	106	...	215	122	74	215	...	...	1 anna.	44	5	...
		Rajunpoor, ...	7	7th May 1856,...	20	71	...	91	81	47	91	...	...	...	72	5	...
		Dajul, ...	5	18th ditto 1858,	19	73	...	92	85	28	92	...	...	...	29	8	...
		Dera Ghazee Khan, ...	11	9th April ditto,	46	175	...	221	156	76	221	...	...	...	24	8	9
		Total, ...	30	... ...	194	423	...	619	444	225	619	...	...	...	170	10	9
	Bunnoo.	Bunnoo, ...	6	22nd Augt. 1858,	71	93	2	166	112	166	166	...	...	...	339	8	...
		Lukkee, ...	10	17th Sept. 1858,	92	167	...	259	154	259	259	...	...	...	30	...	...
		Isakhail, ...	5	25th May ditto,	32	96	1	129	88	129	129	...	...	...	...	...	...
		Meeanwalee,...	11	13th Novr. ditto,	87	153	6	246	206	246	246	...	...	...	...	...	...
		Total, ...	32	... ...	282	509	9	800	550	800	800	...	...	...	369	8	...
	Peshawur.	Peshawur, ...	8	15th March 1859,	29	132	1	162	114	77	85	...	...	...	...	...	...
		Khalsa Khuttuk, ...	6	1st Feby. 1859,	7	113	...	120	168	72	48	...	...	...	...	...	...
		Daoodzaie, ...	5	15th ditto, ...	19	73	...	92	101	47	45	...	...	...	...	...	...
		Dooaba, ...	5	7th Jany. ditto,	40	33	...	73	65	10	63	...	...	...	...	...	...
		Hushtnuggur, ...	9	23rd Decr. 1858,	46	73	9	128	120	66	62	...	...	...	...	...	...
		Yousufzaie, ...	11	1st Feby 1859,	39	165	...	195	155	65	130	...	...	...	...	...	...
		Total, ...	44	... ...	171	589	10	770	658	337	433	...	...	...	...	...	...
	Kohat.	Kohat, ...	4	9th June 1859,	38	80	4	122	114	60	52	...	10	...	28	...	
	Total Frontier Circle, ...		146	... ...	1,568	2,414	36	4,018	2,739	1,429	3,611	...	10	...	644	13	9
	Ditto Amballa ditto, ...		439	... ...	7,864	3,256	948	12,068	10,295	1,806	7,570	4,413	93	...	1,918	6	...
	Ditto Lahore ditto, ...		722	... ...	11,332	8,545	2,970	22,847	19,342	5,791	20,970	2,079	195	...	1,370	3	6
	Ditto Rawul Pindee ditto,		438	... ...	5,750	6,781	1,453	13,984	11,898	7,678	13,984	234	111	...	955	4	3
	GRAND TOTAL, ...		1,745	... ...	26,514	20,996	5,407	52,917	44,274	16,704	46,135	6,726	409	...	4,883	11	6

III. A.

GENERAL EDUCATION.—*(Continued.)*

12	13	14	15	16	17	18	19	20	21	22	23	24	25
RECEIPTS.							CHARGES.					*Annual cost of educating each pupil.*	
Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
854	...	...	...	...	...	898 5	854	44 5	898 5	...	...	7 6 0	5 10
652	...	...	...	...	...	724 5	652	72 5	724 5	...	...	8 1 1	14 3
696	...	...	...	...	...	725 8	696	29 8	725 8	...	...	8 8 7	5 7
1,132	...	...	...	...	...	1,156 8 9	1,132	24 8 9	1,156 8 9	...	...	7 6 8	2 6
3,334	...	...	...	...	...	3,504 10 9	3,834	170 10 9	3,504 10 9	...	...	...	...
820	...	...	...	...	...	1,159 8	1,127 8	32	1,159 8	...	...	10 6 8	3 6
950	...	...	...	...	...	98	950	30	980	...	...	6 5 10	3 1
658	...	...	...	...	...	658	658	...	658	...	...	7 7 8	...
1,310	...	...	...	...	...	1,310	1,310	...	1,310	...	...	6 5 9	...
3,788	...	...	...	...	...	4,107 8	4,045	62	4,107 8	...	...	...	...
750	...	...	...	...	...	750	750	...	750	...	...	6 9 3	...
720	...	...	...	...	...	720	720	...	720	...	...	4 1 11	...
420	...	...	...	...	...	420	420	...	420	...	...	4 1 11	...
600	...	...	...	...	...	600	600	...	600	...	...	9 3 8	...
1,010	...	...	...	...	...	1,010	1,010	...	1,010	...	...	8 6 8	...
1,050	...	...	...	...	...	1,050	1,050	...	1,050	...	...	6 12 5	...
4,550	...	...	...	...	...	4,550	4,550	...	4,550	...	...	...	...
1,590	...	...	...	...	...	1,618	1,590	28	1,618	...	...	14 3 1	...
17,338	...	...	...	...	...	17,982 13 9	17,645 8	337 5 9	17,982 13 9	...	...	6 9 1	3 9
42,840	...	...	992	10	...	45,745 6 10	42,840	2,905 6 10	45,745 6 10	...	...	...	...
64,726	...	...	1,985 5 9	...	...	68,081 9 3	64,705	3,376 9	68,081 9 3	...	...	...	...
37,100	...	...	1,104 11 9	...	1,161	40,321	38,671	1,650	40,321	...	...	...	...
1,62,004	...	...	4,082 2 4	...	1,161	1,72,130 13 10	1,63,861 8 3	8,269 5 7	1,72,130 13 10	...	...	3 14 2	1 9

N°

INSTITUTIONS FOR

Government Schools of the Lower Class

FEMALE SCHOOLS.

1	2			3	4	5	6	7	8	9	9a	9b	9c	10
Name of institution.	District.	Tahseel.	Number of Schools.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
					Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.	
	AMBALLA CIRCLE.													
	Amballa, ...	Amballa, ...	11	... ...	...	194	...	194	170	...	...	194	...	...
		Peepli, ...	2	23rd Decr. 1860, ...	16	15	...	31	36	...	...	15	16	...
		Jugadhree, ...	5	... ...	...	92	...	92	96	...	...	96	...	...
		Naraingurh, ...	1	... ...	...	31	...	31	21	...	...	31	...	...
		Khurm, ...	2	... ...	...	49	...	49	26	...	...	49	...	...
		Roopur, ...	1	... ...	...	8	...	8	9	...	...	8	...	...
		Total, ...	22	... ...	16	389	...	405	358	...	...	389	16	...
	Loodiana, ...	Loodiana, ...	7	... ...	...	125	...	125	120	...	...	125	...	...
		Pukhoowal, ..	1	... ...	1	19	...	20	16	...	20	20	...	...
		Sumrola, ...	1	... ...	...	20	...	20	18	...	...	20	...	...
		Total, ...	9	... ...	1	164	...	165	154	...	20	165	...	...
	Delhie, ...	Delhie, ...	12	... ...	65	144	...	209	183	...	12	148	61	...
		Bullubgurh, ..	3	17th Novr. 1860, ...	41	2	...	43	37	...	...	...	43	...
		Total, ...	15	... ...	106	146	...	252	210	...	12	148	104	...
	Goorgaon, ...	Rewaree, ...	11	... ...	87	24	...	111	79	...	...	27	84	...
		Jharsa, ...	13	... ...	175	9	...	184	106	...	...	7	177	...
		Pulwul, ...	3	... ...	31	18	...	49	43	...	...	20	29	...
		Noh, ...	2	... ...	31	...	...	31	21	...	...	...	31	...
		Ferozepoor, ...	5	... ...	53	18	...	71	55	...	...	12	59	...
		Total, ...	34	... ...	377	69	...	446	304	...	...	66	380	...
	Kurnal, ...	Ghurounda, ...	9	... ...	13	113	2	128	67	11	...	117	11	...
		Paniput, ...	3	... ...	24	...	...	24	17	...	...	...	24	...
		Kythul, ...	3	... ...	2	33	...	35	35	...	...	35	...	...
		Gohla, ...	3	... ...	...	41	...	41	35	...	...	41	...	...
		Total, ..	18	... ...	39	187	2	228	154	11	...	193	35	...
	Hissar, ...	Bheewanee, ...	1	... ...	6	...	...	6	6	...	...	...	6	...
	Rohtuk, ...	Rohtuk, ...	2	... ...	11	9	...	20	23	...	...	9	11	...
		Sampla, ...	5	... ...	32	67	...	99	81	...	...	67	32	...
		Jhujjhur, ...	4	... ...	49	22	...	71	35	...	...	22	49	...
		Total, ...	11	... ...	92	98	...	190	139	...	...	98	92	...
	Sirsa, ...	Sirsa, ...	3	... ...	31	8	...	39	17	...	...	...	31	...
	Total of Amballa Circle, ...		113	... ...	668	1,061	2	1,731	1,325	11	32	1,059	664	...

III. B.

GENERAL EDUCATION.

(Female Schools) for the year 1864-65.

11	12	13	14	15	16	17	18	19	20	21	22	23	24			25			
Receipts.								Charges.			Excess of receipts over charges.	Excess of charges over receipts.	*Annual cost of educating each pupil.*						
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.			Cost to Government.			
...	732	...	...	...	...	...	732	732	...	732	...	...	4	4	11	...			
...	156	...	...	...	...	...	156	156	...	156	...	...	4	5	4	...			
...	360	...	...	...	...	...	360	360	...	360	...	...	3	12	...	...			
...	86	...	...	...	...	...	86	86	...	86	...	...	4	1	6	...			
...	124	...	...	...	...	...	124	124	...	124	...	...	4	12	4	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	1,458	...	...	...	...	...	1,458	1,458	...	1,458	...	...	4	2	6	...			No. separate teacher; cost included in that of village schools.
...	430	...	...	...	...	...	430	430	...	430	...	...	3	9	4	...			
...	96	...	...	...	...	...	96	96	...	96	...	...	6	...	...	...			
...	20	...	...	...	...	...	20	20	...	20	...	...	1	1	9	...			
...	546	...	...	...	...	...	546	546	...	546	...	...	3	8	9	...			
...	2,390	...	...	...	...	...	2,390	2,200	190	2,390	...	...	13	1	...	...			
...	250	...	...	...	...	...	250	250	...	250	...	...	6	12	1	...			
...	2,640	...	...	...	...	...	2,640	2,450	190	2,640	...	...	12	9	2	...			
...	550	...	...	...	...	...	550	550	...	550	...	...	6	15	5	...			
...	504	...	...	...	...	...	504	504	...	504	...	...	4	12	1	...			
...	204	...	...	...	...	...	204	204	...	204	...	...	4	11	11	...			
...	156	...	...	...	...	...	156	156	...	156	...	...	7	6	10	...			
...	250	...	...	...	...	...	250	250	...	250	...	...	4	8	9	...			
...	1,664	...	...	...	...	...	1,664	1,664	...	1,664	...	...	5	7	7	...			
...	350	...	...	...	...	...	350	350	...	350	...	...	5	3	7	...			
...	180	...	...	...	...	...	180	180	...	180	...	...	10	9	5	...			
...	144	...	...	...	...	...	144	144	...	144	...	...	4	1	10	...			
...	180	...	...	...	...	...	180	180	...	180	...	...	5	2	3	...			
...	854	...	...	...	...	...	854	854	...	854	...	...	5	8	9	...			
...	112	...	...	...	...	...	112	112	...	112	...	...	18	10	8	...			
...	240	...	...	...	...	...	240	240	...	240	...	...	10	6	11	...			
...	576	...	...	...	...	...	576	576	...	576	...	...	7	1	9	...			
...	240	...	...	...	...	...	240	240	...	240	...	...	6	13	9	...			
...	1,056	...	...	...	...	...	1,056	1,056	...	1,056	...	...	7	9	7	...			
...	72	...	...	...	...	...	72	72	...	72	...	...	4	3	9	...			
...	8,392	...	...	...	...	...	8,392	8,202	190	8,392	...	...	6	5	4	...			

No.

INSTITUTIONS FOR

FEMALE SCHOOLS.

1	2			3	4	5	6	7	8	9	9a	9b	9c	10
Name of institution.	District.	Tahseel.	Number of Schools.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
					Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.	
	LAHORE CIRCLE.													
	Hooshiyarpoor,	Hooshiyarpoor, ...	4	1st June 1862, ...	...	89	...	89	139	...	11	89	...	...
		Gurshunkur,... ...	1	1st May 1861, ...	...	19	...	19	18	...	7	19	..	...
		Onah, ...	1	1864, ...	17	...	3	20	16	...	...	...	20	...
		Total, ...	6	... ...	17	108	3	128	63	...	18	108	20	...
	Jullundur, ...	Jullundur,... ...	55	1st April 1857, ...	10	1,423	...	1,433	1,136	151	461	811	10	...
		Nawashahur, ...	14	15th Novr. 1860,...	...	405	...	405	293	...	170	235	...	...
		Nakodur, ...	17	5th Decr. 1860, ...	...	427	...	427	399	...	190	237	...	...
		Phillour, ...	4	11th February 1861,	...	75	...	75	66	...	25	50	...	...
		Total, ...	90	... ...	10	2,330	...	2,340	1,894	151	846	1,333	10	...
	Kangra, ...	Kangra, ...	4	1863, ...	66	...	...	66	27	...	...	...	66	...
		Noorpoor,... ...	1	Ditto, ...	...	30	...	30	26	...	10	30	...	...
		Nadoun, ...	2	Ditto, ...	39	...	...	39	28	...	...	...	39	...
		Hurreepoor, ...	1	Ditto, ...	16	...	...	16	12	...	...	...	16	...
		Total, ...	8	... ...	121	30	...	151	93	...	10	30	121	...
	Amritsur, ...	Ajnala, ...	1	1864, ...	...	29	...	29	22	...	...	29	...	...
	Goordaspoor,...	Goordaspoor, ...	3	May 1863, ...	1	93	...	94	84	...	...	94	...	...
	Lahore, ...	Lahore, ...	2	1st April 1862, ...	...	42	...	42	31	...	...	42	...	...
		Kussoor, ...	7	1864, ...	60	81	...	141	69	...	...	81	60	...
		Total, ...	9	... ...	60	123	...	183	100	...	...	123	60	...
	Ferozepoor, ...	Zeera, ...	5	May 1863, ...	15	118	2	135	96	...	...	124	15	...
		Moga, ...	1	1864, ...	6	...	...	6	5	...	...	6	...	...
		Mukutsur, ...	1	Ditto, ...	7	...	...	7	7	...	...	7	...	...
		Total, ...	7	... ...	28	118	2	148	108	...	...	137	15	...
	Mooltan, ..	Mooltan, ...	...	1st May 1861, ...	...	18	...	18	17	...	...	18	...	...
	Moozuffurgurh,	Moozuffergurh, ...	4	1st Decr. 1857, ...	...	38	...	38	31	...	38	38	...	...
	Total of Lahore Circle.		129	... ...	237	2,887	5	3,129	2,412	151	912	1,910	226	...
	RAWUL PINDI CIRCLE.													
	Goojrat, ...	Goojrat, ...	5	1864, ...	...	128	...	128	74	...	...	128	...	...
		Kharyan, ...	1	1865, ...	...	21	...	21	21	...	...	21	...	...
		Total, ...	6	... ...	...	149	...	149	95	...	...	149	...	...

III. B.

GENERAL EDUCATION.—*(Continued.)*

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.								Charges.					*Annual cost of educating each pupil.*	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
... ...	240	... ...	... ...	... ...	... ...	...	240	240	... ...	240	...	...	6 2 2	... ...
... ...	60	... ...	... ...	... ...	... ...	...	60	60	... ...	60	...	...	3 5 4	... ...
... ...	25	... ...	... ...	... ...	... ...	...	25	25	... ...	25	...	...	4 2 8	... ...
... ...	325	... ...	... ...	... ...	... ...	...	325	325	... ...	325	...	...	5 2 6	... ...
... ...	4,400	... ...	... ...	... ...	... ...	...	4,400	3,700	700	4,400	...	...	3 13 11	... ...
... ...	650	... ...	... ...	... ...	... ...	...	650	640	10	650	...	...	2 3 5	... ...
... ...	992	... ...	... ...	... ...	... ...	...	992	972	20	992	...	...	2 7 9	... ...
... ...	198	... ...	... ...	... ...	... ...	...	198	198	... ...	198	...	...	3	... ...
... ...	6,240	... ...	... ...	... ...	... ...	...	6,240	5,510	730	6,240	...	...	... ...	... ...
... ...	320	... ...	... ...	... ...	... ...	...	320	320	... ...	320	...	...	11 13 8	... ...
59 3 3	60	... ...	... ...	... ...	... ...	...	119 3 3	60	59 3 3	119 3 3	...	...	3 7 ...	2 4 5
... ...	150	... ...	... ...	... ...	... ...	...	150	150	... ...	150	...	...	5 5 9	... ...
... ...	60	... ...	... ...	... ...	... ...	...	60	60	... ...	60	...	...	5	... ...
59 3 3	590	... ...	... ...	... ...	... ...	...	649 3 3	590	59 3 3	649 3 3	...	...	... ...	... ...
... ...	65 8 ...	... ...	... ...	... ...	... ...	...	65 8 ...	65 8 ...	... ...	65 8 ...	...	...	2 15 8	... ...
49 10 ...	240	... ...	... ...	... ...	... ...	...	289 10 ...	240	49 10 ...	289 10 ...	...	...	3 7 1	... 9 6
26	144	... ...	... ...	... ...	... ...	...	170	144	26	170	...	...	5 8 ...	... 13 5
34 2 3	432	... ...	... ...	... ...	... ...	...	466 2 3	432	34 2 3	466 2 3	...	...	6 12 1	... 7 11
60 2 3	576	... ...	... ...	... ...	... ...	...	636 2 3	576	60 2 3	636 2 3	...	...	... ...	... ...
54 8 ...	345	... ...	... ...	... ...	... ...	...	399 8 ...	345	54 8 ...	399 8 ...	...	...	4 2 7	... 9 1
... ...	10 2 ...	... ...	... ...	... ...	... ...	...	10 2 ...	10 2 ...	... ...	10 2 ...	...	...	1 11 ...	... ...
... ...	10 2 ...	... ...	... ...	... ...	... ...	...	10 2 ...	10 2 ...	... ...	10 2 ...	...	...	1 7 2	... ...
54 8 ...	365 4 ...	... ...	... ...	... ...	... ...	...	419 12 ...	365 4 ...	54 8 ...	419 12 ...	...	...	3 14 2	... 8 1
... ...	214	... ...	... ...	... ...	... ...	...	214	214	... ...	214	...	...	12 9 5	... ...
1 9 ...	240	... ...	... ...	... ...	... ...	...	241 9 ...	240	1 9 ...	241 9 ...	...	...	7 12 5	 10
225 ... 6	8,855 12 ...	... ...	... ...	... ...	... ...	...	9,080 12 6	8,125 12 ...	955 ... 6	9,080 12 6	...	...	... ...	... ...
... ...	240	... ...	... ...	... ...	... ...	...	240	240	... ...	240	...	...	3 2 6	... ...
... ...	20	... ...	... ...	... ...	... ...	...	20	20	... ...	20	...	...	... 15 2	... ...
... ...	260	... ...	... ...	... ...	... ...	...	260	260	... ...	260	...	...	1 2 ...	... ...

No.

INSTITUTIONS FOR

FEMALE SCHOOLS.

1	2			3	4	5	6	7	8	9	9a	9b	9c	10
Name of institution.	District.	Tahseel.	Number of Schools.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
					Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.	
	R. Pindee Circle.—*Continued.*													
	Shahpoor, ...	Shahpoor,... ...	2	1864, ...	20	36	...	56	50	...	...	36	20	...
		Khooshab, ...	1	1863, ...	...	21	...	21	20	...	4	17	...	...
		Total, ...	3	... ...	20	57	...	77	70	...	4	53	20	...
	Goojranwalla,	Goojranwalla, ...	1	1st May 1862, ...	...	12	...	12	9	...	...	12	...	...
		Wuzeerabad, ...	1	1863, ...	...	16	...	16	15	...	...	16	...	...
		Total, ...	2	... ...	...	28	...	28	24	...	...	28	...	...
	Sealkote, ...	Duska, ...	2	1863, ...	...	25	32	57	33	...	...	57	...	...
		Pusroor, ...	2	1st Feby. 1863, ...	...	53	...	53	58	...	...	53	...	...
		Sealkote, ...	1	1864, ...	...	38	...	38	21	...	...	38	...	...
		Zufferwal, ...	4	1st March 1863, ...	...	111	...	111	74	...	6	111	...	...
		Total, ...	9	... ...	...	227	32	259	186	...	6	257	...	...
	Jhung,... ...	Jhung, ...	5	8th March 1857, ...	17	74	...	91	90	...	74	10	17	...
		Thorekote, ...	1	May 1863, ...	...	14	...	14	11	...	14	2	...	...
		Total, ..	6	... ...	17	88	...	105	101	...	88	12	17	...
	Total Rawul Pindee Circle, ...		26	... ...	37	549	32	618	476	...	98	499	37	...
	FRONTIER CIRCLE.													
	Bunnoo, ...	Meeanwalee, ...	3	... ...	39	...	...	39	39	...	...	...	39	...
		Essakhail,... ...	1	... ...	...	13	...	13	8	...	13	13	13	...
	Total Frontier Circle, ...		4	... ...	39	13	...	52	47	...	13	13	52	...
	Ditto Amballa ditto, ...		113	... ...	668	1,061	2	1,731	1,325	11	32	1,059	664	...
	Ditto Lahore ditto, ...		129	... ...	237	2,887	5	3,129	2,412	151	912	1,910	226	...
	Ditto Rawul Pindee ditto, ...		26	... ...	37	549	32	618	476	...	98	499	37	...
	GRAND TOTAL, ...		272	... ...	981	4,510	39	5,530	4,260	162	1,055	3,481	979	...

III. B.

GENERAL EDUCATION.—*(Continued.)*

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.								Charges.					*Annual cost of educating each pupil.*	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
... ...	59	...	...	...	...	...	59	59	...	59	...	...	1 2 2	... ...
... ...	70	...	...	...	...	...	70	70	...	70	...	...	8 8	... ...
... ...	129	...	...	...	...	...	129	129	...	129	...	...	...	... ...
... ...	70	...	...	...	...	...	70	70	...	70	...	...	7 12 5	... ...
... ...	68	...	...	...	...	...	68	68	...	68	...	...	4 8 6	... ...
... ...	138	...	...	...	...	...	138	138	...	138	...	...	...	... ...
... ...	81	...	...	...	...	...	81	81	...	81	...	...	2 7 2	... ...
... ...	240	...	...	...	...	...	240	240	...	240	...	...	4 2 2	... ...
... ...	15	...	...	...	...	...	15	15	...	15	...	...	... 11 5	... ...
... ...	180	...	...	...	...	...	180	180	...	180	...	...	2 7 1	... ...
... ...	516	...	...	...	...	...	516	516	...	316	...	...	...	... ...
... ...	336	...	...	...	...	...	336	336	...	336	...	...	3 11 9	... ...
... ...	60	...	...	...	...	...	60	60	...	60	...	...	5 7 3	... ...
... ...	396	...	...	...	...	...	396	396	...	396	...	...	...	... ...
... ...	1,439	...	...	...	...	...	1,439	1,439	...	1,439	...	...	3 ... 4	... ...
... ...	54	12..	...	...	...	...	54 12	54 12	...	54 12	...	...	1 6 6	... ...
... ...	20	6...	...	...	...	...	20 6	20 6	...	20 6	...	...	2 8 6	... ...
... ...	75	2...	...	...	...	...	75 2	75 2	...	75 2	...	...	1 9 6	... ...
... ...	8,392	...	...	...	...	...	8,392	8,202	190	8,282	...	...	6 5 4	... ...
225 ... 6	8,855	12..	..	...	...	...	9,080 12 6	8,125 12	955 .. 6	9,080 12 6	...	...	...	... ...
... ...	1,439	...	...	...	...	...	1,439	1,439	...	1,439	...	...	...	... ...
225 ... 6	18,761	14..	...	...	...	...	18,986 14 6	17,841 14	1,145 ... 6	18,986 14 6	...	...	4 7 3	 10

N°

INSTITUTIONS FOR

Government Jail

GOVERNMENT JAIL SCHOOLS.

1	2	3	4	5	6	7	8	9	9a	9b	9c	10	11		
			Number of pupils on the rolls at the close of the year.					*Number of pupils studying each language at the close of the year.*					Re-		
Name of institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of schooling fee.	From Government.		
	Amballa Circle.														
1	Amballa, ...	1st July 1863, ...	98	57	2	157	116	...	...	17	80	...	25	...	..
2	Delhie, ...	1st ditto 1863, ...	53	81	1	135	27	...	...	72	63	...	10	..	...
3	Hissar, ...	21st ditto 1863,	61	34	...	95	131	42	42	...	56	...	10	..	...
4	Rohtuk, ...	1st ditto 1863,	49	31	...	80	59	...	...	34	46	..	5	4	..
5	Sirsa, ...	Novr. 1863, ...	85	42	31	158	118	...	...	71	87	...	10	..	...
		Total, ...	346	245	34	625	451	42	42	194	332	...	60	4	...
	Lahore Circle.														
1	Jullundur, ...	1st Jany. 1863,	65	70	5	140	165	...	5	140	2	...	4	6	..
2	Kangra, ...	7th ditto, ...	27	8	1	36	32	...	...	19	17	...	...	...	..
3	Amritsur, ...	11th Octr. 1862,	65	52	68	185	162	2	14	185	...	...	8	...	..
4	Goordaspoor, ...	18th June 1863,	84	90	13	187	163	...	2	187	...	...	24	2	6
5	Lahore Central Jail, ...	15th Decr. 1862,	279	410	93	782	587	...	...	782	...	...	50	...	..
6	Ferozepoor, ...	26th Jany. 1863,	80	124	41	245	230	...	36	245	...	...	20	.	..
7	Mooltan, ...	26th March 1863,	80	459	...	539	497	...	...	539	...	...	25	...	..
8	Googaira, ...	14th ditto,	52	155	34	241	237	...	...	241	...	...	...	...	..
		Total, ...	732	1,368	255	2,355	2,073	2	57	2,338	19	...	131	8	6
	Rawul Pindi Circle.														
1	Rawul Pindi, ...	17th June 1863,	8	264	7	279	279	...	...	279	...	...	25	.	..
2	Jhelum, ...	15th Sept. 1863,	46	119	15	180	180	110	...	180	...	...	15	1	6
3	Goojrat, ...	1st June 1863, ...	10	127	...	137	124	...	5	132	...	...	10	...	...
4	Shahpoor, ...	June 1863, ...	3	88	...	91	85	...	...	91	...	...	15	..	..
5	Goojranwalla, ...	1st Decr. 1862, ...	72	165	52	289	261	...	...	289	...	...	...	...	...
6	Jhung, ...	9th March 1863,	16	227	17	270	157	...	..	270	...	...	20	...	..
		Total, ...	155	1,000	91	1,246	1,086	110	5	1,241	...	...	85	1	6
	Frontier Circle.														
1	Dera Ismail Khan, ...	1st July 1863, ...	4	34	1	39	77	...	1	31	7	...	...	..	...
2	Peshawur, ...	1st July 1863, ...	9	186	..	195	195	...	...	195	...	...	15	...	...
3	Kohat, ...	Ditto, ...	...	...	...	...	...	...	...	...	...	...	15	...	...
		Total, ...	13	220	1	234	272	...	1	226	7	...	30	...	...
	21	Grand Total, ...	1,246	2,833	381	4,460	3,882	154	105	3,999	358	...	306	14	..

III. C.

GENERAL EDUCATION.

Schools for 1864-65.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	
CEIPTS.							CHARGES.					*Annual cost of educating each pupil.*		
Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	
...	...	...	...	...	...	25	...	25	25	...	...	...	3 5	
...	...	...	...	...	60	70	60	10	70	...	...	2 9 6	5 11	
...	...	...	...	...	180	190	180	10	190	...	...	1 7 2	1 3	
...	...	...	...	...	...	5 4	...	5 4	5 4	...	...	...	1 5	
...	...	...	...	...	180	190	180	10	190	...	...	1 9 9	1 4	
...	...	...	...	...	420	480 4	420	60 4	480 4	...	...	...	...	
...	...	...	...	...	74 14	79 4	60	19 4	79 4	...	...	7 8	5	
...	...	...	...	...	5 4	5 4	...	5 4	5 4	...	...	2 7	.	
75	10 8	...	...	...	39 5 4	123	113 8	9 8	123	...	...	12 2	9	
...	...	...	...	...	95 3 6	119 6	84	35 6	119 6	...	...	11 9	2	
...	...	...	...	...	587 1 8	637 1 8	540	97 1 8	637 1 8	...	...	1 1 4	1 4	
...	...	...	...	...	135 5 6	155 5 6	120	35 5 6	155 5 6	...	...	10 10	1 5	
...	...	...	...	...	248 3	273 3	243 11	29 8	273 3	...	...	8 10	10	
...	...	...	...	...	12 12 10	12 12 10	9 13 4	2 15 6	12 12 10	...	...	9	...	
75	10 8	...	...	...	1,198 1 10	1,405 5	1,171	234 4 8	1,405 5	...	...	...	...	
...	...	...	...	...	86 6	111 6	84	27 6	111 6	...	...	6 5	1 5	
...	...	...	...	...	18	33 1 6	18	15 1 6	33 1 6	...	...	2 11	1 4	
...	...	...	...	...	62 1	72 1	60	12 1	72 1	...	...	9 4	1 3	
...	...	...	...	...	24	39	24	15	39	...	...	7 4	2 10	
...	...	...	...	...	94 6 9	94 6 9	80	14 6 9	94 6 9	...	...	5 8	...	
...	...	...	...	...	177 10	197 10	175	22 10	197 10	...	...	1 4 2	2	
...	...	...	...	...	462 7 9	547 9 3	441	106 9 9	547 9 3	...	...	...	...	
...	...	...	...	...	3 2	3 2	...	3 2	3 2	...	...	...	8	
...	...	...	...	...	...	15	...	15	15	...	...	...	1 3	
...	...	...	...	...	...	15	...	15	15	...	...	...	...	Closed.
...	...	...	...	...	3 2	33 2	...	33 2	33 2	...	...	...	...	
75	10 8	...	...	...	2,083 11 7	2,466 4 3	2,032	434 3 11	2,466 4 3	...	...	10 1	1 3	

No.

INSTITUTIONS FOR

Private Colleges and Collegiate Institutions

1	2	3	4	5	6	7	8	9	9a	9b	9c	10	11		
			Number of pupils on the rolls at the close of the year.					*Number of pupils studying each language at the close of the year.*					Re-		
NAME OF INSTITUTION.	LOCALITY.	WHEN ESTABLISHED.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Hindee.	Monthly rate of schooling fee.	From Government.		
AMBALLA CIRCLE.															
Saint Stephen's College (S. P. G. Mission), ...	Delhie, ...	Jany. 1864,	2	...	...	2	2	2	2	2	...	...	452	8	...
LAHORE CIRCLE.															
College Department American Mission School, ...	Lahore, ...	Jany. 1864,	9	1	4	14	10	14	6	8	...	Rs. 2	807	..	.
TOTAL, ...	... ...	... ...	11	1	4	16	12	16	8	10	...	...	1,259	8	..

IV.

GENERAL EDUCATION.

open to Government Inspection 1864-65.

12	13	14	15	16	17	18	19	20	21	22	23	24
CEIPTS.						CHARGES.					*Annual cost of educating each pupil.*	
Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
...	...	45 10 4	45 6	5708 4	1,251 12 9	1,093 11 10	68 3	1,161 14 10	89 13 11	...	580 15	226 4 *
...	991	222	...	...	2,020	1,920	100	2,020	...	...	202	80 11 2
...	991	267 10 4	45 6	5708 4	2,271 12 9	3,013 11 10	168 3	3,181 14 10	89 13 11	...	265 2 6	14 12 10

* These students were transferred from 1st January, 1865, to the Government College, Delhi.

No.

INSTITUTIONS FOR

Private Schools of the Higher Class

1	2	3	4	5	6	7	8	9	9a	9b	9c	10	11		12	
			Number of pupils on the rolls at the close of the year.					*Number of pupils studying each language at the close of the year.*					Rs			
Name of institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Hindee.	Monthly rate of schooling fee	From Government.		Proceeds of endowment.	
Schools of the Higher Class educating up to the University Entrance Standard.																
Amballa Circle.																
1 Bishop of Calcutta's public school for Europeans, ...	Jotogh, ...	1863, ...	...	...	67	67	63	67	...	42	...	10 to 28 Rs	11,261	14	3,220	...
2 S. P. G. Mission school (St. Stephen's College,) ...	Delhie, ...	Feby. 1859,	334	22	12	368	295	368	91	331	24	2 as.	3,997	8	...	...
3 American Presbyterian Mission school, ...	Loodiana, ...	1836, ...	250	90	8	348	304	306	172	176	...	2 to 1 a.	1,500	...	500	...
4 Ditto ditto ditto, ...	Amballa (city),	1852, ...	145	73	2	220	170	114	92	206	14	2 as.	1,475	...	408	...
		Total, ...	729	185	89	1003	832	855	355	755	38	...	18,234	6	4,128	...
Lahore Circle.																
1 American Presbyterian Mission school, ...	Lahore, ...	1849, ...	798	497	13	1308	1016	1308	800	508	...	2 as. to 6 p.	6,461	...	...	...
2 Church Mission school, ...	Amritsur, ...	1852 ...	98	29	43	170	151	170	130	165	5	1 anna.	3,000	...	...	...
3 American Presbyterian Mission school, ...	Jullundur, ...	1848, ...	232	128	6	366	290	250	216	250	...	3 to 1 a.	2,068	10	8 1,050	...
4 Adult English school, ...	Lahore, ...	1st Sept. '61,	33	10	7	50	43	50	...	...	...	2 as. to 6 p.	317	...	...	...
5 High School for boys of European parentage, ...	Lahore, ...	1862, ...	...	...	21	21	23	21	...	18	...	6 to 4 as.	5,931	...	...	...
6 American Presbyterian Mission Adult English school,	Lahore, ...	1861, ...	58	37	1	96	62	96	...	...	...	12 to 2 as.	335	...	...	...
7 Church Mission school, ...	Kangra, ...	1854, ...	77	5	5	87	61	87	30	25	32	4 as.	1,200	...	...	...
8 Ditto ditto ditto, ...	Narowal, ...	1859, ...	94	61	10	165	122	64	51	155	45	1 to 4 as.	610	...	...	...
		Total, ...	1390	767	106	2263	1768	2046	1230	1116	82	...	19,922	10	8 1,050	...
Rawul Pindi Circle.																
1 Sir Henry Lawrence M. Asylum for Europeans, .	Murree, ...	1st May '61,	...	...	79	*79	79	79	23	...	...	15 Rs.	21,711	7	... 18,458	13 1
2 Revd. C. Toussaint's school,	Jehlum, ...	15th Nov. '61,	67	51	26	144	96	72	57	99	46	4 to 1 a.	1,750	...	...	...
3 American Presbyterian Mission school, ...	R. Pindi (city,)	Septr. 1856,	171	40	5	216	157	81	118	118	17	4 to ¼ a.	1,848	6	5 730	...
4 Church of Scotland Mission school, ...	Sealkote (city,)	1st Oct. '54,	77	17	...	94	80	21	34	60	...	1 anna.	600	...	...	...
		Total, ...	315	108	110	533	412	253	232	277	63	...	25,909	13	5 19,188	13 1
Frontier Circle.																
1 Church Mission school, ...	Peshawur, ...	14th May '55,	209	49	6	264	195	201	63	264	...	Nil	2,700	...	...	...
17		Grand Total, ...	2643	1109	311	4063	3207	3355	1880	2412	183	...	66,766	14	1 24,366	13 1

* Of these 34 are girls.

V.

ENERAL EDUCATION.

pen to Government institution for 1864-65.

13	14	15	16	17	18	19	20	21	22	23	24	25	
IPTS.						CHARGES.					*Annual cost of educating each pupil.*		
Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.		Other sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government	
1,289	19,970 13 9	... ...	...	...	35,741 11 9	17,429 15 1	... ...	17,429 15 1	18,311 12 8	... ...	276 10 7	178 12 1	
87	399 8 5	308 14 10	...	5,778 9 6	10,571 8 9	8,423 14 2	1259 15 ...	9,683 13 2	887 11 7	.. ..	32 13 ..	13 9 ...	
1,412 4 5	458 14 3	... ...	...	... ...	3,871 2 8	3,745 5 5	125 13 3	3,871 2 8	... .	... ...	12 11 9	4 14	11
254 14 6	149 5 ...	94 1 3	...	850	3,231 4 9	3,146 10 3	34 6 ...	3,181 .. 3	50 4 6	... ...	18 11 4	8 10	10
30,43 2 11	20,978 9 5	403 ... 1	...	6,628 9 6	53,415 11 11	32,745 12 11	1420 2 2	34,165 15 2	19,249 12 9	... ...	41 .. 10	21 11	8
1,909 10 3	549 4 ...	... ...	...	2,025	13,944 14 3	11,888 15 ...	828 15 3	12,217 14 3	1,727	... ...	13 8 8	6 5	8
1,800	137 5 4	... ...	...	3,100	8,037 5 4	7,443 4 ...	71 ... 9	7,514 4 9	523 . 7	... ...	53 8 6	18 13	10
447	153 6 ..	... ...	...	900	4,619 ... 8	4,379 12 6	313 8 3	4,693 4 9	... ...	74 4 1	15 14 10	7 2	1
... ...	303	... ...	...	... ...	620	600	20	620	... ...	... ...	14 6 8	7 5	11
4,762	1,169	... ...	...	... ...	11,862	3,600	272 10 6	3,872 10 6	7,989 5 6	... ...	168 6 ..	257 13	10
172 14 8	217 1 9	... ...	...	... ...	725	690	... ...	690	35	... ...	10 1 3	5 6	6
735	19 2 ...	65 7 ...	...	559 8 ...	2,579 1 ...	2,264	220 8 ...	2,484 8 ...	94 9 ..	... ...	42 4 6	19 10	9
765	19 2 ...	... ...	...	... ...	1,394 2 ...	1,734 14 9	367 4 8	2,102 3 5	.. ..	708 1 5	11 6 10	5 ...	...
3,591 8 6	2,567 5 1	65 7 ...	...	6,584 8 ...	43,781 7 3	32,100 14 3	2093 15 5	34,194 13 8	10,368 15 1	782 5 6	19 5 5	11 4	3
3,767 8 8	1,840	... ...	...	15,782 9 1	61,560 5 10	17,034 15 11	5231 11 4	22,266 11 3	39,293 10 7	... ...	281 13 8	274 13	3
1,750	54 ... 2	23 1 10	...	... ...	3,577 2 ...	3,433 2 7	67 15 2	3,501 1 9	75 ... 3	... ...	36 7 6	18 3	8
925 6 9	243 7 9	... ...	...	... ...	3,747 4 11	3,364 11 3	346 3 3	3,710 14 6	36 6 5	... ...	23 10 10	11 12	4
893 14 ...	7	18	...	... ...	1,518 14 ...	1,362	43 12 ...	1,305 12 ..	213 2 ..	... ...	16 5 2	7 8	...
7,336 13 5	2,144 7 11	41 1 10	...	15,782 9 1	70,409 10 9	25,094 13 9	5689 9 9	30,784 7 6	39,619 3 3	... ...	74 4 4	62 14	3
2,100	... ...	... ...	...	600	5,400	5,193	281 13 .	5,474 13 ...	... ...	74 13 ..	28 1 3	13 3	7
6,071 8 10	25,690 6 5	509 8 11	...	29,595 10 7	1,73,000 13 11	95,134 8 11	9485 8 5	1,04,620 1 4	69,237 15 1	857 2 6	32 9 11	20 15	1

No.

INSTITUTIONS FOR

Private Schools of the Middle Class open

1	2	3	4	5	6	7	8	9	9a	9b	9c	10	11		
			No. of pupils on the rolls at the close of the year.					*No. of pupils studying each language at the close of the year.*					R		
Name of institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of schooling fee.	From Government.		
Middle Class Schools. *Not educating up to the University Entrance Standard.*															
AMBALLA CIRCLE.															
American Presbyterian Mission school,	Amballa (Cantts.,)	1859, ...	105	49	12	166	128	107	70	132	..	2 annas.	1,150	...	...
Church Mission school, ...	Kotegurh, ...	1843, ...	176	..	1	177	150	8	...	10	177	...	360	...	.
L. M. A., Principal's Native school, ...	Sunawur, ...	1st March 1860,	18	6	11	35	21	33	...	35	...	1 to 4 as.	300	...	..
American Presbyterian Mission school,	Subathoo, ...	1862, ...	27	11	..	38	31	33	5	36	2	Nil.	600	...	..
Adult English school, ...	Jugadhree, ...	13th April 1864,	10	3	1	14	8	14	...	...	...	...	139	3	2
Amer. Presb. Mis. Adult. Eng. school,*	Amballa, ...	May 1864,...	...	...	...	...	...	...	...	..	...	...	150	...	..
		Total, ...	336	69	25	430	338	195	75	213	179	...	2,699	3	2
LAHORE CIRCLE.															
Church Mission school, ...	Jundiala, ...	1854, ...	40	7	18	65	61	...	25	57	22	1 anna.	355	...	..
Cantonment Bazar Anglo-ver. school,	Ferozepoor, (Cants.,)	15th Jany. 1864,	100	32	5	137	118	90	45	48	21	2 annas.	180	...	..
		Total, ...	140	39	23	202	179	90	70	105	43	....	535	...	..
RAWUL PINDEE CIRCLE.															
Church of Scotland Mission school, ...	Sealkote (Cantts.,)...	1860, ...	17	45	3	65	50	20	13	45	...	1 to 2 as.	360	...	..
Ditto ditto ditto, ...	Wuzeerabad,... ...	January 1863,	50	30	...	80	67	35	20	25	...	Nil.	600	...	..
American Presbyterian Mission school,	R. Pindi (Cantts.,)...	Decr. 1862,	89	29	4	122	87	57	65	65	...	2 to 1 a.	240	...	..
		Total, ...	156	104	7	267	204	112	98	135	...	...	1,200	...	..
FRONTIER CIRCLE.															
Church Mission school,...	Nowshera, ...	1st July 1861,...	9	39	3	51	32	12	24	28	...	Nil.	360	...	..
	Grand	Total, ...	641	251	58	950	753	409	267	481	222	...	4,794	3	2
Elementary English schools attached to Government vernacular ones.															
AMBALLA CIRCLE.															
District.	School.														
Amballa, ...	Roopur, ...	English scholars,	1	...	1	2	2	2	...	...	...	1 anna.	267	3	
		Anglo-ver. ditto,	150	20	3	173	141	173	24	173	...				
	Khurur, ...	English scholars,	...	...	...	...	...	...	...	...	...	...	68	8	9
		Anglo-ver. ditto,	...	...	...	...	...	...	...	...	...				
	Boorya, ...	English scholars,	5	...	3	8	8	8	...	...	...	1 anna	230	4	.
		Anglo-ver. ditto,	29	24	3	56	44	56	20	56	...				
Delhie, ...	Nizamuddin, ...	English scholars,	..	...	...	...	...	...	...	...	...	1 anna.	180	...	.
		Anglo-ver. ditto,	15	30	...	45	38	45	11	45	...				
Goorgaon, ...	Goorgaon,... ...	English scholars,	..	..	...	..	...	...	...	...	...	...	405	5	1
		Anglo-ver. ditto,	47	14	...	61	53	46	15	...	...				
	Pulwul, ...	English scholars,	..	..	...	...	...	...	...	...	..	1 anna	180	...	..
		Anglo-ver. ditto,	31	9	...	40	28	26	26	12	2				
	Ferozepoor, ...	English scholars,	..	...	...	...	...	...	...	..	...	...	229	..	5
		Anglo-ver. ditto,	50	10	...	60	53	28	28	32	...				
	Noh, ...	English scholars,	2	...	...	2	2	2	...	...	.	1 anna.	232	4	1
		Anglo-ver. ditto,	35	8	...	43	26	...	13	18	12				

* Abolished from 1st November 1864. † Abolished in October 1864.

VI.

GENERAL EDUCATION.

to Government Inspection for 1864-65.

12	13	14	15	16	17	18	19	20	21	22	23	24	25
RECEIPTS.							CHARGES.					*Annual cost of educating each pupil.*	
Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
...	...	63 8 ...	135 15 6	107 3 6	941 10 6	2,398 5 6	2,398 5 6	... ...	2,398 5 6	... ...	... ...	18 8 10	8 15 9
...	...	567 12 ...	... ...	... ...	... ...	927 12 ...	696	321 12 ...	1,017 12 ...	... ...	90	6 12 6	2 6 4
...	...	... .	31 5 ...	7 7 ...	167 4 3	726 ... 3	693 3 6	32 12 9	726 ... 3	.. ..	... ...	34 9 2	14 4 7
...	...	136 5 6	10 7 6	44 2 9	425	1,215 15 9	1,007 11 ...	208 14 9	1,216 9 9	... ...	... 10 ..	39 3 7	19 5 8
...	...	139 3 2	... ...	... ...	... ...	278 6 4	278 6 4	... .	278 6 4	... ...	... .	34 12 9	17 6 5
...	...	... ...	84 3 ...	... ...	... ...	234 3 ...	168 8 ...	... .	168 8 ...	65 11 ...	.. ..	.. ..	... ...
0 ...	...	906 12 8	261 15 ..	158 13 3	1533 14 9	5,780 10 10	5,242 2 4	563 7 6	5,805 9 10	65 11 ...	90 10 ..	... .	... ...
...	...	516 10 2	46	22 14 9	... 14 3	941 7 2	898 1 5	10 4 10	908 6 3	33 .. 11	... ...	14 14 3	5 13 1
...	...	161	25	... ...	... ...	366	243	20	263	103	... ...	2 3 8	1 8 5
...	...	677 10 2	71	22 14 9	... 14 3	1,307 7 2	1,141 1 5	30 4 10	1,171 6 3	136 ... 11	... ...	... ...	... ...
...	...	416 8 6	18	... ...	... ...	794 8 6	767 8 ...	27 ... 6	794 8 6	... ...	... .	15 14 3	7 3 2
...	...	646 3 ...	... ...	... ...	... ...	1,246 3 ...	1,248	8 3 ..	1,256 3 ...	... .	10	18 12 .	8 15 3
0 ...	...	550 8 9	44 7 ..	... ...	... ...	1,064 15 9	996 7 6	68 8 3	1,064 15 9	... ...	... ...	12 3 10	2 12 1
0 ...	...	1,613 4 3	62 7 ...	... ...	... ...	3,105 11 3	3,011 15 6	103 11 9	3,115 11 3	... ...	10	... ...	... ...
...	...	360	... ...	... ...	... ...	720	813 11 ...	253 3 ...	1,066 14 ..	... ...	346 14 ...	33 5 5	11 4 ...
0 ...	...	3,557 11 1	395 6 ...	181 12 ...	1534 13 ...	10,913 13 3	10,208 14 3	950 11 1	11,159 9 4	201 11 11	447 8 ..	... ...	... ...
...	...	192	3 9 ..	16 5 ...	60	539 1 ...	450	... ...	450	89 1 ...	... .	3 2 10	1 13 10
...	...	55	... .	7 9 ...	... .	131 1 9	131 1 9	... ...	131 1 9	... ...	.. .. ..	.. ..	... ...
...	...	330	6 12 .	... ...	... .	666 12 ...	510	5 8 ..	515 8 ...	151 4 ...	.. . ...	9 14 7	6 5 6
...	...	120	5 10 .	... ...	60 . ..	365 10 ...	261	79 11 6	340 11 6	24 14 6	... .	8 15 5	4 11 9
...	...	412 2 ..	... .	... ...	13 14 ...	831 5 1	816 10 2	9 4 ..	825 14 2	5 6 11	.. ... .	15 9 4	7 10 4
...	...	156 12 ...	4 3 .	... ...	47 8 ..	388 7 ...	366	16	382	6 7 ..	... .	13 10 3	6 6 6
...	...	278 4 ..	... .	... ...	1 13 ..	519 1 5	463 12 7	13 3 ..	476 15 7	42 1 10	... .	9	4 5 1
...	...	246	3 6 ...	... .	13 10 ...	495 4 1	470 8 2	13 10 ...	484 2 2	11 1 11	... .	17 4 8	8 4 8

No.

INSTITUTIONS FOR

1	2	3	4	5	6	7	8	9	9a	9b	9c	10	11		
			No. of pupils on the rolls at the close of the year.					No. of pupils studying each language at the close of the year.					R		
Name of institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily atteadance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of schooling fee.	From Government.		
Amballa Circle.—*Continued.*															
District. School.															
Goorgaon.—*Continued.* Furrookh Nagar,	English scholars,	17th Apl. 1863,	2	...	...	2	2	2	...	...	...	1 anna.	240	..	...
	Anglo-ver. ditto,		33	11	...	44	39	..	25	19	...				
Sohna, ...	English scholars,	9th April 1863,	5	...	...	5	3	5	..	...	...	Ditto.	180	...	...
	Anglo-ver. ditto,		30	11	2	43	35	27	14	14	2				
Kurnal, ... Kythul, ...	English scholars,	1st Oct. 1863,	..	...	...	...	...	...	...	...	...	1 to 2 as.	180	..	...
	Anglo-ver. ditto,		26	2	1	29	16	29	...	29	...				
Paniput, ...	English scholars,	1st Jany. 1865,	..	...	...	...	...	...	...	...	...	Ditto.	60	...	...
	Anglo-ver. ditto,		28	1	...	29	23	29	...	...	...				
Hissar,... ... Hansi, ...	English scholars,	9th July 1864,	...	...	...	...	15	...	...	...	...	...	290	8	9
	Anglo-ver. ditto,		61	20	1	82	56	16	11	18	37				
Hissar, ...	English scholars,	1st April 1864,	...	...	...	...	23	...	..	...	...	1 to 2 as.	240	...	...
	Anglo-ver. ditto,		45	19	...	64	30	32	5	10	17				
Rohtuk, ... Gohana, ...	English scholars,	May 1863,	8	..	...	8	6	8	...	...	...	Ditto.	240	...	...
	Anglo-ver. ditto,		39	6	...	45	21	45	27	48	15				
16 Sirsa, ... Sirsa, ...	English scholars,	7th July 1863,	...	...	...	...	...	..	...	...	...	4 to 2 as.	360	...	..
	Anglo-ver. ditto,		44	8	...	52	42	52	...	...	...				
	English scholars,	Total, ...	23	...	4	27	61	27	...	...	...	...	3,682	14	1
	Anglo-ver. ditto,		663	193	10	866	645	604	219	474	85				
LAHORE CIRCLE.															
Jullundur, ... Jullundur, ...	English scholars,	1st May 1863,	3	28	7	38	26	38	...	...	..	1 to 6 as.	120	...	...
	Anglo-ver. ditto,		...	...	...	...	...	...	...	...	...				
Nawashahir, ...	English scholars,	1st July 1864,	...	...	...	...	...	..	...	...	...	Ditto.	135	...	..
	Anglo-ver. ditto,		61	1	1	63	59	59	..	...	...				
Bungah, ...	English scholars,	4th Feby. 1865,	...	...	...	...	...	...	..	...	...	Ditto.	60	...	...
	Anglo-ver. ditto,		29	4	6	39	36	39	...	...	...				
Ameitsur, ... Raja Sansee, ...	English scholars,	*	...	...	...	...	...	...	...	...	...	...	52	4	1
	Anglo-ver. ditto,		...	...	..	...	...	...	...	...	...				
Goordaspoor, ... Madhopoor, ...	English scholars,	† 21st Octr. '64,	...	...	...	...	...	...	...	...	...	...	107	1	6
	Anglo-ver. ditto,		...	...	...	...	...	...	...	...	...				
Sree Gobind, ...	English scholars,	26th May 1864,	3	1	...	4	4	...	...	...	...	...	152	14	6
	Anglo-ver. ditto,		17	2	5	24	22	28	13	17	7				
Dera Baba Nanuk,	English scholars,	13th Novr. '61,	8	1	...	9	9	...	...	...	...	...	155	15	...
	Anglo-ver. ditto,		20	3	...	23	21	32	23	...	...				
Lahore, ... Choonecan, ...	English scholars,	19th Jany. '62,	1	...	1	2	2	...	...	...	...	2 as.	178	..	...
	Anglo-ver. ditto,		24	5	15	44	37	46	11	44	...				
Surukpoor, ...	English scholars,	1st June 1862,	..	...	...	...	...	...	...	...	...	Ditto.	175	8	...
	Anglo-ver. ditto,		12	10	2	24	23	24	15	24	...				
Kussoor, ...	English scholars,	1st Novr. 1862,	2	...	...	2	...	...	...	...	...	Ditto.	180	...	...
	Anglo-ver. ditto,		44	17	3	64	56	66	23	66	...				
Googaira, ... Googaira, ...	English scholars,	15th June '62,	..	...	...	...	...	...	...	...	...	...	240	...	...
	Anglo-ver. ditto,		24	23	1	48	44	48	23	42	...				
Syudwalla, ...	English scholars,	29th Oct. 1862,	...	...	...	...	...	...	...	...	...	...	180	...	...
	Anglo-ver. ditto,		19	3	6	28	17	28	24	24	...				
Hooshiyarpoor, Onah, ...	English scholars,	1st Augt. 1863,	...	...	...	...	...	...	...	...	...	...	192	...	...
	Anglo-ver. ditto,		28	2	10	43	37	40	25	31	9				
Anandpoor, ...	English scholars,	Ditto, ...	2	...	9	11	19	11	...	...	...	6 as.	192	...	...
	Anglo-ver. ditto,		16	1	15	32	30	...	13	29	3				
15 Kangra, ... Noorpoor, ...	English scholars,	‡ 1st April 1864,	...	...	...	...	...	...	..	...	...	...	120	...	...
	Anglo-ver. ditto,		...	...	...	...	...	...	..	...	...				
	English scholars,	Total, ...	19	30	17	66	51	49	...	...	...	...	2,240	11	1
	Anglo-ver. ditto,		294	71	64	429	382	410	168	277	19				

* Return not received. † Abolished 9th April 1865. ‡ Converted into a zillah school from 1st October 1864.

VI.

GENERAL EDUCATION.—*Continued.*

12	13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.							CHARGES.					*Annual cost of educating each pupil.*	
Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
...	...	250 8 ...	8 2 ...	...	28 12 ...	527 6 ..	486 ...	4 ...	490 ...	37 6 0	...	11 15 2	5 13 8
...	...	190 2 ...	3 15 ...	...	...	374 1 ..	366 ...	4 7 ...	370 7 ...	3 10 ...	...	9 11 11	4 11 9
...	...	180 ...	31 13 ...	31 .. 6	...	422 13 6	409 12 ...	15 8 ...	425 4 ...	...	2 6 6	26 9 3	11 4 ...
...	...	60 ...	... 9 ...	...	...	120 9 ...	120 ...	...	120 ...	9 ...	...	5 3 5	2 5 5
...	...	225 ...	10 6 ...	3 11 ...	...	529 9 9	458 6 6	3 10 ...	462 ... 6	67 9 3	...	6 8 1	4 1 5
...	...	240 ...	76 2 ...	...	...	556 2 ...	488 9 2	...	488 9 6	67 8 6	...	9 3 6	4 8 5
20 1 6	...	240 ...	4 8 9	10 ...	15 15 ...	530 9 3	465 6 ...	182 9 6	647 15 6	...	117 6 3	24 ...	8 14 3
...	...	234 9 ...	31 14 ...	180 ...	...	866 7 ...	684 ...	83 15 2	767 15 2	38 7 10	...	18 4 6	8 9 1
20 1 6	...	3,410 5 ...	190 13 9	68 9 6	431 8 ...	7,804 3 10	6,947 2 8	431 6 2	7,378 8 10	545 7 9	119 12 9	...	...
..	...	120 ...	...	..	...	240 ...	240 ...	...	240 ...	...	...	9 3 8	4 9 10
...	...	135 ...	...	..	...	270 ...	270 ...	...	270 ...	...	...	4 9 2	2 4 7
...	...	60 ...	...	4 8	...	124 8 ..	124 8 ..	...	124 8 ...	...	...	3 7 3	1 10 7
...	...	52 4 1	...	...	...	104 8 2	104 8 2	...	104 8 2	...	...	..	...
...	...	107 1 6	...	..	...	214 8 ...	214 3 ...	...	214 3 ...	...	...	..	..
...	...	152 14 6	...	..	...	305 15 ...	305 13 ...	31 10 ...	337 7 ...	...	31 10 ...	12 15 8	5 14 1
...	...	155 15 ...	...	..	...	311 14 ...	311 14 ..	11 15 6	323 13 6	...	11 15 6	10 12 8	5 8 2
...	...	178 ...	14 6 ...	4 15 6	...	375 5 6	356 ...	...	356 ...	19 5 6	...	9 2 ...	4 9 ...
...	...	175 8 ...	4 10 ...	4 15	...	360 9 ...	351 ...	...	351 ...	9 9	...	15 4 2	7 10 1
...	...	180 ...	13 13 ...	7 ...	...	380 13 ...	360 ...	...	360 ...	20 13 ...	...	6 6 10	3 3 5
...	...	240 ...	22 14 ...	..	...	502 14 ...	500 ...	...	500 ...	2 14 ...	...	11 5 9	5 7 3
...	...	180 ...	...	...	...	360 ...	360 ...	9 ...	369 ...	...	9 ...	21 11 3	10 9 4
...	...	192 ...	...	...	...	384 ...	384 ...	...	384 ...	...	...	10 6 ...	5 3 ...
...	...	192 ...	...	..	...	384 ...	384 ...	...	384 ...	...	...	9 9 6	4 12 9
...	...	130 ...	...	...	...	250 ...	240 ...	...	240 ...	10 ...	...	..	..
...	...	2,250 11 1	55 11 ...	21 6 6	...	4,568 7 8	4,505 14 2	52 9 6	4,558 7 8	62 9 6	52 9 6	...	...

N°

INSTITUTIONS FOR

1		2	3	4	5	6	7	8	9	9a	9b	9c	10	11		
				No. of pupils on the rolls at the close of the year.					No. of pupils studying each language at the close of the year.					Re		
Name of institution.		Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of schooling fee.	From Government.		
RAWUL PINDEE CIRCLE.																
District.	School.															
Shahpoor, ..	Shahpoor,...	English scholars,	1st June 1864,	28	15	...	43	17	43	...	...	..	...	250	...	...
		Anglo-ver. ditto,		12	11	...	23	16	23	23	23	...				
Sealkote, ...	Pusroor, ...	English scholars,	1st June 1862,	2	1	...	3	3	3	...	...	...	...	180	...	...
		Anglo-ver. ditto,		11	1	1	13	13	13	6	13	...				
	Zufferwal, ...	English scholars,	1st Novr. 1862,	...	...	...	..	..	...	...	...	...	...	180	..	...
		Anglo-ver. ditto,		24	6	...	30	30	30	16	30	...				
	Duska, ...	English scholars,	1st Oct. 1862,	4	...	2	6	6	6	...	..	...	...	180	...	...
		Anglo-ver. ditto,		28	...	7	35	34	35	12	35	...				
Jhung, ...	Thorokote, ...	English scholars,	6th Feby. 1864,	37	20	1	58	45	...	...	...	...	1 anna.	90	...	...
		Anglo-ver. ditto,		22	7	1	30	20	30	10	58	...				
Cooranwalla,	Bootala, ...	English scholars,	1st Jany. 1861,	...	...	...	...	...	...	...	...	..	...	290	...	...
		Anglo-ver. ditto,		..	...	...	...	...	16	16	16	..				
	Ramnagar, ...	English scholars,	17th Agut. '62,	..	...	...	...	...	...	...	...	...	...	235	...	...
		Anglo-ver. ditto,		...	...	...	...	...	3	6	6	...				
	Akalgurh, ...	English scholars,	2nd Oct. 1863,	...	...	...	...	...	...	...	..	...	...	156	7	3
		Anglo-ver. ditto,		..	...	...	...	...	26	26	26	...				
9	Mogul Chuk, ...	English scholars,	* 17th Augt. '62,	...	...	...	...	...	...	...	...	...	...	165	...	...
		Anglo-ver. ditto,		...	...	...	...	...	18	...	..	...				
		English scholars,	Total, ...	71	36	3	110	71	52	...	..	...	...	1,666	7	3
		Anglo-ver. ditto,		97	25	9	131	113	194	115	207	..				
40 Grand Total of Elementary English Schools, ...			English scholars only, † ...	113	66	24	203	183	128	...	..	...	...	7,590	..	5
12 Ditto ditto of other Middle Class, ditto, ...			... ...	641	251	58	950	753	409	267	481	222	...	4,794	3	2
Total of Middle Class Schools, ...				754	317	82	1153	936	537	267	481	222	...	12,384	3	7

* Abolished. † *N. B.*—Anglo-vernacular scholars included among those attending the vernacular schools attached.

VI.

GENERAL EDUCATION.—*Continued.*

12	13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.							CHARGES.					*Annual cost of educating each pupil.*	
Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
...	...	250	...	3 13 3	...	503 13 3	500	...	500	3 13 3	...	15 2 5	7 9 2
...	...	180	...	5 2	...	365 2	360	7 2	367 2	...	2	22 15	11 4
...	...	180	...	5 8	...	365 8	360	10 8	370 8	...	5	12 5 7	6
...	...	184	15	8 10	...	373 9	360	27 7	387 7	...	13 14	9 11	4 8
...	...	99	...	...	...	129	60	...	60	69	...	14 8	7 4
...	...	290	1 1	...	...	581 1	581 1	...	581 1	...	...	...	...
...	...	235	2 8	...	...	472 8	472 8	...	472 8	...	...	...	...
...	...	156 7 3	8 1 6	...	...	321	321	...	321	...	...	...	...
...	...	165	...	...	...	330	330	...	330	...	...	...	...
...	...	1,739 7 3	12 9 6	23 1 3	...	3,441 9 3	3,344 9	45 1	3,389 10	72 13 3	20 14	...	...
20 1 6	...	7,400 7	4259 2	3113 1 3	431 8	1,5814 4 9	14,797 9 10	529	15,326 10	6680 14	6193 4 3	...	...
150	...	3,557 11	1395 6	181 12	1534 13	10,913 13 3	10,208 14 3	950 11 1	11,159 9	4201 11	1447 8	...	...
150	...	10,958 2 5	654 8 3	294 13 3	1966 5	26,728 2	25,006 8 1	1479 11 9	26,486 3 10	882 10 5	640 12 3	28 4 9	13 3 8

No.

INSTITUTIONS FOR

Private Schools of the Lower Class

1	2		3	4	5	6	7	8	9	9a	9b	9c	10	11	
				Number of pupils on the rolls at the close of the year.					*Number of pupils studying each language at the close of the year.*					RE-	
NAME OF INSTITUTION.	LOCALITY.	Number of schools.	WHEN ESTABLISHED.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of schooling fee.	From Government.	
Lower Class Schools.															
Lahore Circle.															
Elementary vernacular school, ...	Dharamsala, ...	...	1st Augt. 1862,	21	...	...	21	8	...	...	...	21	...	60	...

No.

INSTITUTIONS FOR

Private Schools of the Lower Class (Female.

Female Schools.															
Amballa Circle.															
American Presbyterian Mission Orphanage, ...	Loodiana, ...	1	1836, ...	2	...	43	45	45	30	...	44	...	...	612	...
T. P. G. Mission school, ...	Delhie, ...	1	1860, ...	2	28	...	30	22	...	...	30	...	...	300	...
American Presb. Mission school, ...	Subathoo, ...	1	1862, ...	8	...	...	8	8	...	...	...	8	...	180	...
Church Mission school, ...	Kotegurh, ...	1	1844, ...	49	...	...	49	42	...	...	...	49	...	120	...
	TOTAL, ...	4	... ...	61	28	43	132	117	30	...	74	57	...	1,212	...
Lahore Circle.															
Schools managed by Nat. Committee,	Lahore, ...	103	11th April 1863,	1022	1420	...	3442	1673	...	1331	89	1022	...	5,586	...
Ditto ditto ditto ditto, ...	Amritsur, ...	94	9th March 1863,	1917	925	...	2842	2331	..	503	422	1917	...	7,410	...
Church Mission Orphanage, ...	Amritsur, ...	1	1854, ...	9	...	33	42	40	22	...	37	3	...	312	...
American Presbyterian Mission Christian girls' school, ...	Lahore, ...	1	1864, ...	...	...	20	20	18	20	...	...	...	4 as.	350	...
Church Mission school, ...	Kangra, ...	1	1860, ...	45	6	3	54	31	...	...	54	...	...	180	...
Schools managed by Native Committee under Deputy Commissioner, ...	Mooltan, ...	14	1864-65, ...	...	...	842	842	842	...	...	842	...	...	371	4 7
Ditto ditto ditto ditto, ...	Ferozepoor, ...	4	1864, ...	...	109	...	109	95	...	...	109	...	...	150	...
School for girls of European parentage,	Lahore, ...	1	1858, ...	...	...	30	30	23	30	...	...	...	4 Rs.	840	...
Schools for Hindoos managed by Native Committee under Dy. Commr.,	Jullundur, ...	60	... ...	...	...	...	...	...	...	...	...	...	...	1,080	...
	TOTAL, ...	279	... ...	2993	2460	928	6381	5053	72	1834	1553	2942	...	16,279	4 7
Rawul Pindee Circle.															
American Presb. Mission school, ...	Rawul Pindee. ...	1	September 1863,	14	...	...	14	12	...	...	..	14	...	54	14 11
Badee Khem Sing's schools, ...	Jehlum, ...	39	1863-64-65,	1015	...	...	1015	912	...	...	...	1015	...	3,560	...
Ditto ditto, ...	Rawul Pindee, ...	71	Ditto, ...	1993	...	178	2171	1908	...	178	...	1993			
Schools managed by Native Committee under Deputy Commissioner,	Goojranwalla, ...	10	... ...	...	...	...	...	...	...	...	...	...	...	105	...
	TOTAL, ...	121	... ...	3022	...	178	3200	2832	...	178	...	3022	...	3,719	14 11
Frontier Circle.															
Schools managed by Native Committee under Deputy Commissioner, ...	Bunnoo, ...	7	... ...	...	...	...	...	...	...	...	...	...	...	40	...
GRAND TOTAL OF FEMALE SCHOOLS, ...		411	... ...	6076	2488	1149	9713	8002	102	2012	1627	6021	...	21,251	8 6

VI. A.

GENERAL EDUCATION.

open to Government inspection for 1864-65.

12	13	14	15	16	17	18	19	20	21	22	23	24
RECEIPTS.						CHARGES.					*Annual cost of educating each pupil.*	
Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
...	60	...	...	...	120	120	...	120	...	...	15	7 8

VI. B.

GENERAL EDUCATION.

Schools, open to Government inspection for 1864-65.

1000	1054 15 6	...	...	154 11	2,821 10 6	2,591 6 3	230 4 3	2,821 10 6	...	...	62 11	13 9 7
234	...	...	...	130 12 9	664 12 9	475 7 3	103 2 9	578 10	85 2 9	...	26 4 9	18 2 11
...	7 8	...	...	206 13 3	394 5 3	372 14 6	21 6 9	394 5 3	...	...	49 4 8	22 8
...	227 7	...	...	...	347 7	300	77 7	377 7	...	30	8 15 7	2 13 8
1234	1289 14 6	...	...	492 5	4,228 3 6	3,739 12	432 4 9	4,172 9	85 2 9	30	...	...
1070 7 4	1990	3 4	...	...	8,649 11 4	6,175 5 4	4341 4 5	10,516 9 9	...	1866 14 5	6 4 10	3 5 5
375	1753 9 9	...	...	...	9,538 9 9	8,697 6 3	331 10 3	9,029 6 2	509 9 3	...	3 14	3 2 10
510	2264 1	480	...	254 15 1	3,821 1	3,169 2 2	...	3,169 2 2	651 13 11	...	79 3 7	7 12 9
...	212	24	...	...	586	388	16	404	182	...	22 7 1	19 7 1
...	130	...	...	130 11	440 11	394 8	47 3	441 8 3	...	18 3	14 4	5 12 10
...	395 8	...	...	...	766 12 7	707 9 2	11	718 9 2	48 3 5	...	13 8	7
...	150	...	...	...	300	129 13	...	129 13	170 3	...	1 5 10	1 9 3
...	...	690	...	...	1,530	1,336 8	110	1,446 8	83 8	...	62 14 3	36 8 3
...	1080	...	...	...	2,160	2,160	...	2,160	...	...	...	... Return not received.
1955 7 4	7975 2 9	1197 4	...	385 10 1	27,792 12 9	23,158 3 11	4856 14 11	28,015 2 10	1646 5 7	1867 11 8	...	...
...	135 10	...	...	...	190 8 11	160 8	31 2	191 10	...	1 1 1	15 15 6	4 9 3
...	...	...	...	...	3,560	3,560	...	3,560	...	...	...	1 4 2
...	105	...	...	...	210	210	...	210	...	...	...	... Return not received.
...	240 10	...	...	...	3,960 8 11	3,930 8	31 2	3,961 10	...	1 1 1	...	...
...	40	...	...	...	80	80	...	80	...	...	...	... Return not received.
1955 7 4	49545 11 3	1197 4	...	877 15 1	36,061 9 2	30,908 7 11	5320 5 8	36,228 13 7	1731 8 4	1898 12 9	4 8 5	2 10 5

No.

GOVERNMENT INSTITUTIONS FOR

(Including Normal

1	2	3	4	5	6	7	8	9	9a	9b	9c	10
			Number of pupils on the rolls at the close of the year.					*Number of pupils studying each language at the close of the year.*				
Name of Institution.	LOCALITY.	WHEN ESTABLISHED.	Hindoos.	Mahomedans.	Others.	TOTAL.	Average daily attendance.	Persian.	Urdu.	English.	Nagree.	Monthly rate of schooling fee.
NORMAL SCHOOLS.	**AMBALLA CIRCLE.**											
	Delhie, ...	17th April 1859,...	59	46	1	106	87	86	106	...	20	...
	LAHORE CIRCLE.											
	Lahore, ...	27th May 1856,...	20	69	8	97	73	97	97	39	8 Arabic.	...
	Mooltan, ...	1st July 1859, ...	3	9	...	12	18	12	12	...		...
	Hooshiyarpoor, ...	Ditto, ...	7	7	2	16	34	13	13	...	3 Nagree	...
		TOTAL, ...	30	85	10	125	125	122	122	39	8—23	...
	RAWUL PINDEE CIRCLE.											
	Rawul Pindee, ...	10th Novr. 1857,...	20	36	5	61	50	61	61	...	...	...
	FRONTIER CIRCLE.											
	Peshawur, ...	22nd June 1860,...	...	14	...	14	20	...	14	...	...	...
	Dera Ismael Khan, ...	1st Jany. 1860,...	2	14	...	16	15	16	16	...	...	...
		TOTAL, ...	2	28	...	30	35	16	30	...	...	...
		GRAND TOTAL, ...	111	195	16	322	297	285	319	39	8 Arabic. 3—23	...

VII.

SPECIAL OR PROFESSIONAL EDUCATION.

Schools) for 1864-65.

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.								Charges.					Annual cost of educating each pupil.	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
3,507	4,422 . ..	...	...	8 ..	.. ...	...	7,937	7,842	95	7,937	...	...	91 3 8	40 5 ...
5,153 1 9	6,272	...	...	12 ..	... ...	...	11,437 1 9	11,012	425 1 9	11,437 1 9	...	...	156 10 9	70 9 5
814 10 5	840	...	...	1 ..	... ...	...	1,655 10 5	1,650	5 10 5	1,655 10 5	...	...	91 15 8	35 4 2
1,162 13 ...	2,840	...	...	3 ..	.. ...	...	4,005 13 ..	3,883	122 13 ...	4,005 13 ..	...	...	117 13 1	34 3 2
7,130 9 2	9,952	...	...	16 ..	.. ...	...	17,098 9 2	16,545	553 9 2	17,098 9 2	...	...	136 12 7	57 .. 9
1,809 10 3	3,572	...	...	46 ..	... ...	...	5,427 10 3	5,312	115 10 3	5,427 10 3	...	...	108 8 10	36 3 1
614	1,095	...	...	5 ..	.. ...	...	1,714	1,700	14	1,714	...	...	85 11 2	35 11 2
1,136	843	...	...	... ..	.. ..	...	1,979	1,923	56	1,979	...	...	131 14 11	75 11 9
1,750	1,938	...	...	5 ...	... ...	...	3,693	3,623	70	3,693	...	...	50	105 8 ...
14,197 3 5	19,884	...	...	75 ...	... ...	...	34,156 3 5	33,322	834 3 5	34,156 3 5	...	...	115	47 12 9

No.

PRIVATE INSTITUTIONS FOR SPE

Including Normal

1	2	3	4	5	6	7	8	9	9a	9b	9c	10	11		
			Number of pupils on the rolls at the close of the year.					*Number of pupils studying each language at the close of the year.*							
NAME OF INSTITUTION.	LOCALITY.	WHEN ESTABLISHED.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Hindee.	Monthly rate of schooling fee.	From Government.		
Society Propagating Gospel Mission Female Normal School, ...	Delhie, ...	15th Mar. '64,	8	15	...	23	23	...	...	15	8	...	825	...	...

VIII.

CIAL OR PROFESSIONAL EDUCATION.

Schools for 1864-65.

12	13	14	15	16	17	18	19	20	21	22	23	24
CEIPTS.						CHARGES.					*Annual cost educating ea pupil.*	
Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
...	...	...	...	874 2 ..	1,699 2 ..	1,005 5 6	360 3 9	1,365 9 3	333 8 9	...	59 5 11	35 13 11

No. IX.

Abstract of Attendance at the Government and Private Institutions for the year 1864-65.

		Number attending Colleges.	Number attending superior schools.	Number attending inferior schools.	TOTAL.	REMARKS.
GENERAL EDUCATION,	Government, ...	31	7,302	69,367	76,700	Town schools, ... 6,460 Village ditto, ... 52,917 Female ditto, ... 5,530 Jail ditto, ... 4,460 69,367
	Private, ...	16	4,063	10,887	14,966	
SPECIAL EDUCATION,	Government, ...	..	322	..	322	Private Middle Class schools, 1,153 Ditto inferior ditto,... 21 Ditto female ditto,... 9,713 10,887
	Private, ...	..	23	..	23	
TOTAL, ...		47	11,710	80,254	92,011	

No. X.

Abstract of Receipts and Charges at the Government and Private Institutions during the year 1864-65.

		Receipts.				Charges.			
		College.	Superior schools.	Inferior schools.	Total.	College.	Superior schools.	Inferior schools.	Total.
General Education,	Government,...	30,344 9 ...	1,28,875 2 7	2,24,165 14 6	3,83,385 10 1	30,344 9 ...	1,28,875 2 7	2,24,165 14 6	3,83,385 10 1
	Private, ...	3,271 12 9	1,73,000 13 11	62,909 11 2	2,39,182 5 10	3,181 14 10	1,04,620 1 4	62,835 1 5	1,70,637 1 7
Special Education,	Government,...	... ...	34,156 3 5	... ...	34,156 3 5	... ...	34,156 3 5	... ...	34,156 3 5
	Private, ...	... ...	1,699 2 ..	... ...	1,699 2 ...	... ...	1,365 9 3	... ...	1,365 9 3
Total, ...		33,616 5 9	3,37,731 5 11	2,87,075 9 8	6,58,423 5 4	33,526 7 10	2,69,017 ... 7	2,87,000 15 11	5,89,544 8 4

REMARKS.

Statements. Receipts.

No. 3	Town schools, ...	30,561 13 11
„ 3A.	Village schools, ...	1,72,130 13 10
„ 3B.	Female ditto, ...	18,986 14 6
„ 3C.	Jail schools, ...	2,466 4 3
	Total, ...	2,24,165 14 6
No. 6	Private Middle Class schools,...	26,728 2 0
	Ditto inferior ... ditto, ...	120 0 0
	Ditto female ... ditto, ...	36,061 9 2
	Total, ...	62,909 11 2

Charges.

Town schools, ...	30,581 13 11
Village ditto	1,72,130 13 10
Female ditto, ...	18,986 14 6
Jail ditto, ...	2,466 4 3
Total, ...	2,24,165 14 6
Private Middle Class schools,...	26,486 3 10
Ditto inferior ... ditto, ...	120 0 0
Ditto female ... ditto, ...	36,228 13 7
Total, ...	62,835 1 5

No. XI.

Abstract of Grant-in-aid received by Private Institutions during the year 1864-65.

	Colleges.			Superior schools.			Inferior schools.			Total.		
GENERAL EDUCATION, ...	1,259	8	..	66,766	14	1	33,695	7	1	1,01,721	13	2
SPECIAL EDUCATION, ...	....	..	..	825	..	..	..	..	..	825	..	..
TOTAL, ...	1,259	8	..	67,591	14	1	33,695	7	1	1,02,546	13	2

No. XII.

Progressive Statement of Attendance and Cost of Educating at each Institution for the last five years.

	1860-61.			1861-62.			1862-63.			1863-64.			1864-65.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.
Government College Lahore, ...	...	...	...	...	...	...	...	...	...	7	2,780 10 3	397 3 9	7	16,062 15 2	2,294 11 4
Ditto ditto Delhie, ...	...	...	...	...	...	...	...	...	...	...	...	...	14	14,281 9 10	1,020 1 10
Normal Schools.															
Delhie, ...	51	5,443 2 2	106 11 8	59	5,913 12 9	100 3 9	64	6,481 8 10	100 4 5	93	9,741 14 3	104 12 ..	87	7,937 ...	91 3 8
Lahore, ...	67	6,603 14 4	98 9 1	68	8,488 15 8	124 13 5	62	6,630 5 4	106 15 1	70	9,499 4 6	185 9 2	73	11,437 1 9	156 10 9
Mooltan, ...	15	1,928 5 8	128	25	2,377 4 2	95 1 5	20	2,105 11 6	105 4 7	22	2,862 6 6	130 1 9	18	1,655 10 5	91 15 8
Hooshiyarpoor, ...	...	...	...	...	...	...	...	...	...	...	...	...	34	4,005 13 ..	117 13 1
Rawul Pindee, ...	56	3,946 13 11	70 7 8	64	5,682 2 .	88 12 6	50	4,329 12 2	66 9 6	43	4,026 5 7	93 10 ...	50	5,427 10 3	108 8 10
Peshawur, ...	14	831 4 11	59 6 1	18	2,155 6 3	119 11 11	16	1,340 6 1	115 ... 6	14	1,744 ...	124 9 2	20	1,714 ...	85 11 2
Dera Ismail Khan, ...	19	1,614 .. 10	84 15 2	15	1,960 10 10	130 4 3	14	1,855 2 8	132 9 4	12	1,706 7 2	142 3 3	15	1,979	131 14 11
Zillah Schools.															
AMBALLA CIRCLE.															
Delhie, ...	270	7,455 3 ...	27 3 10	179	12,186 5 .	43 10 10	282	14,581 13 7	51 14 9	345	20,619 11 9	24 6 5	1072	23,522 13 ...	21 15 2
Rewaree, ...	...	...	...	...	...	...	...	...	...	250	3,036 8 6	12 2 4	391	4,200 13 ...	10 11 6
Simla, ...	67	2,272 3 3	33 14 7	62	2,796 1 ..	45 1 7	53	2,563 2 3	48 5 9	62	3,237 9 ...	52 3 6	83	3,560 ...	42 14 3
Jugadhree, ...	...	...	...	...	...	...	...	...	...	75	2,513 14 ...	33 8 3	325	3,134 2 ...	9 10 4
Kurnal, ...	45	1,517 11 7	33 11 7	38	1,681 10 8	44 4 1	54	2,188 13 .	40 8 6	98	2,561 12 3	26 2 3	194	3,379 1 ...	17 5 ...
Rohtuck, ...	84	1,583 13 1	22 6 9	55	2,332 6 2	42 6 6	74	2,630 14 ..	35 8 10	142	3,129 5 9	22 .. 7	318	3,739 ...	11 12 2
Bheewanee, ...	...	...	...	...	...	...	...	...	...	...	...	...	412	2,575 6 6	6 4 ...
Jhujjhur, ...	71	1,329 11 ...	18 11 7	62	1,489 7 ..	24 ... 4	78	1,639 13 ..	21 ... 4	99	1,959 14 ...	19 12 8	122	1,893 13 ...	15 8 4
LAHORE CIRCLE.															
Lahore, ...	130	12,358 6 5	95 1 ...	92	14,912 .. .	109 10 4	121	14,939 . .	121 7 5	266	16,814 15 8	63 3 5	545	19,179 3 ..	35 5 1
Amritsur, ...	130	5,104 3 8	39 4 3	129	8,978 11 2	69 9 8	148	9,164 14 .	61 14 9	166	10,421 1 1	62 12 5	901	16,085 6 6	17 13 8
Mooltan, ...	65	2,245 8 3	34 10 3	74	3,797 12 3	51 5 2	71	4,412 .. .	62 14 9	66	5,021 13 ...	76 1 5	96	5,996 3 ...	62 7 4
Hooshiyarpoor, ...	78	2,947 1 3	37 12 7	74	3,302 7 6	44 10 1	106	3,832 11 .	36 2 6	101	4,306 7 ...	42 10 2	91	4,716 1 9	51 13 2
Buttalla, ...	140	1,870 2 3	13 5 9	136	2,616 6 ..	28 12 3	93	2,798 8 .	30 1 6	103	3,511 3 ...	34 1 5	88	3,621 ...	41 2 4
Noorpoor, ...	...	...	...	...	...	...	...	...	...	...	...	...	103	1,499 4 ...	14 8 11
Ferozepoor, ...	95	3,131 .. 3	17 3 3	74	3,557 1 4	48 1 1	110	3,583 3 6	32 9 2	102	3,810 15 ...	37 5 10	196	4,140 3 9	21 2 ...
Rahoon, ...	86	1,463 12 7	17 .. 4	72	1,567 12 9	21 12 5	69	1,467 4 .	21 4 3	69	1,728 11 9	25 10 ..	92	2,035 7 3	22 2 ...

No. XII.—(*Continued.*)

	1860-61.			1861-62.			1862-63.			1863-64.			1864-65.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.
RAWUL PINDEE CIRCLE.															
Goojrat, ...	79	1,838 9 11	23 4 4	86	3,355 11 8	39 ... 3	113	3,799 3 8	33 9 11	116	3,379 12 7	29 2 2	198	7,222 13 6	36 7 8
Goojranwalla, ...	89	2 278 1 3	25 9 6	110	2,800 14 ..	25 7 5	115	2,906 9...	25 4 5	256	2,837 7..	9 2 1	151	4,970 8 9	32 14 7
Sealkote, ...	78	845 12 ..	10 13 11	59	2,024 6 ..	36 ... 11	67	2,442 6...	27 3 2	61	2,476 5 9	40 9 6	78	2,908 12 4	37 4 8
Bhera, ...	...	... .	... .	...	... . ..	... .	...	... .	... .	...	... .	...	97	2,325 14 3	23 15 8
Jhung	116	921 . 8	7 13 8	105	1,903 . ..	18 2 .	71	2,597 10...	36 9 5	94	2,440 7 1	25 15 5	104	3,134 11 3	30 2 3
FRONTIER CIRCLE.															
Dera Gazee Khan, ...	88	300 10 2	3 6 7	81	1,800 5 5	22 3 7	82	2,205 .. 8	26 14 10	99	2,669 6...	26 15 4	91	3,247 10...	35 11...
Abbootabad, ...	...	... . ..	... .	23	735 . ..	26 4..	54	1,480 6...	27 6 8	48	1,590	32 2 .	73	1,786 14 9	24 7 8
Town Schools.															
AMBALLA CIRCLE.															
AMBALLA, ... Shahabad, ...	...	... . ..	... .	...	... . ..	... .	...	... .	... . ..	55	458 6..	8 5 2	70	477 12 ..	6 13 2
Radour	...	... .	... .	...	... . ..	... .	...	... .	... .. .	...	... .	... .	50	215 11...	4 5...
Ladwa, ...	..	... .	... .. .	...	... . ..	... .. .	...	... .	... .. .	...	... .	... .	55	326 8 ..	5 14 11
Boorya, ...	..	... .	... .. .	...	... . ..	... .. .	..	... .	... .. .	67	365 5 .	5 7 3	150	357 13 ..	2 6 2
Sadhoura, ...	55	443 13 3	8 1 .	38	493 1 8	12 15 7	53	409	7 11 9	78	532 6 .	6 13 2	84	515 11 6	6 2 3
Roopur,...	...	... .	... .	...	... . ..	... .	..	... .	... .. .	...	... .	... .	112	470 6...	4 2 6
Munee Majra, ...	...	... .	... .	...	... . ..	... .	...	... .	... .. .	...	... .	... .	75	229 8...	3 1...
Thaneysur, ...	...	... .	... .. .	...	... . ..	... .	..	... .	... .. .	...	... .	... .	94	523 ..	5 7 2
LOODIANA, ... Jugraon, ...	36	300 8 9	7 12 7	47	421 15 ..	9 ... 9	64	501 6...	7 13 4	93	584 9...	6 4 6	105	617 3...	5 14 1
Raikote, ...	..	... .	... .	...	... . ..	... .	...	... .	... .. .	...	... .	... .	95	368 7 ..	3 14 1
KURNAL, ... Panipat, ...	54	358	6 10 3	25	374 13 7	14 15 11	51	370 14...	7 4 4	54	373 5..	8 12 3	90	592 8 ..	6 9 6
Kaithul, ...	117	350 8 ..	2 15 11	99	363 12 ..	3 10 9	85	402 15...	4 11 10	78	424 2..	5 7 .	102	623 1 ..	6 1 9
Peondri, ...	...	... . ..	... .	...	... . ..	... .	...	... .	... .. .	62	271 6...	4 5 10	77	374 9 ..	4 13 10
DELHIE, ... Nujjuffgurh, ...	...	... . ..	... .	...	... . ..	... .	...	... .	... .. .	81	415 8 3	5 3 1	90	475 ...	5 4 5
Arabserai, ...	..	.. .. ..	... .	...	... . ..	... .	..	... .	... .. .	52	385 13...	7 6 9	64	513 ...	8 . 3
Soonpat, ...	50	316	7 111	48	325 2 8	6 12 5	56	240 14...	4 4 8	65	378 2 6	5 13 1	60	429 3 6	7 2 5
Bullubgurh, ...	.	... .	... .	...	... . ..	... .	...	... .	... . ..	...	... .	... . .	59	382 9 ...	6 10 4
Furidabad, ...	...	... . ..	... .	...	... . ..	... .	..	... .	... . ..	...	... .	... . ..	83	440 15...	5 5...
Mehrowlee, ...	...	... . ..	... .	...	.. . ..	.. .. .	..	... .	... . ..	..	... .	... . ..	40	362 12 ..	7 14 2
GOORGAON, ... Goorgaon, ...	...	... . ..	... .	...	... . ..	.. .. .	..	... .	... . ..	62	353 13 3	5 11 4	55	445 3 ...	8 1 6
Sohna, ...	...	... . ..	... .	...	... . ..	... .	..	... .	... . ..	60	239 13 .	3 15 11	63	458 5 ..	7 4 5
Furrookh Nagur, ...	..	... . ..	... .	...	... . ..	... .	..	... .	... . ..	...	... .	... .	69	396 13 ..	5 12 ..
Feerozepoor, ...	...	... . ..	... .	...	... . ..	... .	..	... .	... . ..	60	528 13 6	8 13 ..	72	631 13 ..	8 12 5
Pulwul, ...	...	... . ..	... .	...	... . ..	... .	..	... .	... . ..	...	... .. .	... .. .	118	518 9 ..	3 11 4

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No. XII.—(*Continued.*)

	1860-61.			1861-62.			1862-63.			1863-64.			1864-65.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.
Grant-in-Aid Schools.															
Bishop of Calcutta's Public School for Europeans at Jotogh, ...	...	...	...	...	...	...	...	1,00,000	...	45	11,399 13 9	253 5 3	63	17,429 15 1	276 10 7
Saint Stephen's College at Delhie, ...	244	6,141	25 2 8	200	6,419 3 9	32 1 9	188	6,360	33 13 3	340	9,947 13 3	29 4 2	295	9,683 13 2	32 13...
American Presbyterian M. S. Loodiana, ...	256	2,803 8 9	10 15 1	230	3,383 1 10	14 11 6	217	3,274 9 5	15 1 5	269	4,351 5 9	16 2 10	304	3,871 2 8	12 11 9
Ditto ditto ditto Amballa, ...	89	1,820	27 2...	85	2,445 3 .	28 1 8	73	2,412	33 .. 8	78	2,591 9 3	33 3 10	170	3,181 .. 8	18 11 4
Ditto ditto ditto Lahore, ...	330	4,700	14 3 10	430	7,362 5 10	17 1 11	383	8,155 8 9	21 4 8	411	9,739 11 2	23 11 2	1016	12,217 14 3	13 8 8
Church Mission School Amritsar, ...	115	3,134	27 3...	138	3,858 5 6	27 15 2	127	3,655 7 1	28 13 4	150	6,889 4 3	45 14 10	151	7,514 4 9	53 3 6
American Presbyterian M. School Jullundhur,	205	2,254	11	206	2,966 8..	14 5 6	225	3,473 .. .	11 11 8	130	3,640 1 6	15 13 2	290	4,693 4 9	15 14 10
Adult English School Lahore, ...	...	...	... .	47	812 5 8	17 4 6	49	1,104 . .	22 8 5	43	704 12..	16 6 3	43	620	14 6 8
High School for boys of Eur. parentage Lahore,	...	...	... .	...	... .	... ..	21	29,321 11 8	1,396 3 9	28	3,950 .. 3	141 1 2	23	3,872 10 6	168 6...
Lahore American Pres. M. Adult Eng School,	..	...	... .	..	... .	... .	82	600 .. .	7 5..	85	614	7 3 7	62	690	10 1 3
Kangra Church Mission School, ...	50	1,860	37 3 2	50	1,806	36 1 11	62	1,858 .. .	29 15 6	58	2,396 7 6	41 5 1	61	2,484 8..	42 4 6
Narowal ditto ditto, ...	53	421 14 ..	7 15 4	57	466 12 9	8 3 .	72	498 5 ..	6 14 9	117	1,061 1 8	9 1 1	122	2,102 3 5	11 6 10
Murree Henry Lawrence Memorial Asylum, ...	...	...	... .	44	24,000	545 7 5	80	17,794 1 11	222 6 9	73	20,694 2 3	203 7 8	79	22,266 11 3	281 13 8
Jhelum Revd. C, Toussaint's School, ...	...	...	.. ..	55	489 8...	8 14 3	70	2,350 14 ..	38 2 6	61	2,432 15 2	39 14 2	96	3,501 1 9	36 7 6
Rawul Pindee American Pres. Mission School,	89	3,941 15 3	44 4 8	85	3,134 8 7	36 14 .	79	3,311 3 9	41 14 6	109	3,338 1 6	30 10 ..	157	3,710 14 6	23 10 10
Sealkote Church of Scotland M. School, ...	34	1,470	17 8...	120	1,553 .. .	12 15 1	100	1,675 1 ..	16 12 .	85	4,998 9 6	58 12 11	80	1,305 12..	16 5 2
Peshawur Church Mission School, ...	117	5,832	32 15 2	117	6,480 10...	36 9 9	220	5,926 4 3	26 14 10	194	7,091 8...	36 8 10	195	5,474 13..	28 1 3
Amballa Cantt. American Pres. Mission School,	56	1,024	17 8 .	74	1,342 .. .	18 2 2	94	1,500	15 11 1	91	1,753 8..	19 4 3	128	2,398 5 6	18 8 10
Koteguth Church Mission School	16	...	32	14	960	68 9 2	15	710	47 5 4	46	586 3...	12 11 11	150	1,017 12..	6 12 6
Sunawur Native School, ...	27	529 9 4	19 9 9	22	418 5..	19 3	23	607 3 10	26 6 3	29	620 2..	21 6 2	21	726 . 3	34 9 2
Subathoo American Presbyterian M. School, ...	...	...	... .. .	...	... ...	... .	...	... .. .	... ...	34	311 13 6	9 2 9	31	1,216 9 9	39 3 7
Jugadhree Adult English School, ...	...	...	... .. .	...	... ...	... .. .	...	... .. .	... ...	...	... .	... . ..	8	278 6 4	34 12 9
Amballa American Pres. M. Adult Eng. School,	...	...	... .	...	... ...	... .. .	..	... .. .	... ...	...	... .	... . ..	...	168 8 .	.. . ...
Jundiala Church Mission School, ...	29	511 5 6	17 9 11	46	360	7 13 .	35	348 1 5	6 11 1	67	675 2 4	10 1 3	61	908 6 3	14 14 3
Ferozepoor Anglo-Vernacular School,... ...	...	...	... .. .	...	... .	... .. .	...	... .. .	... .	...	... .	... .. .	118	263 .. .	2 3 8
Sealkote Cantonment Mission School, ...	...	...	... .	...	... .. .	... . .	69	723 .. .	10 7 9	61	767 8 3	12 9 4	50	794 8 6	15 14 3
Wuzeerabad ditto ditto, ...	...	...	... .. .	...	... .	... . .	60	1,239 10 .	26 9 8	60	1,390 3..	23 2 9	67	1,256 3...	18 12...
Rawul Pindee Cantonment ditto ditto, ..	...	...	... .. .	...	... .	... . .	...	... .. .	... ...	39	204 8...	5 13 1	87	1,064 15 9	12 3 8
Nowshera Church Mission School, ...	...	...	... . ..	28	573 5 3	20 7 7	32	705 3 ..	18 9...	30	658 6..	21 15 2	32	1,066 14..	33 5 5

No XIV. A.

SENIOR SCHOLARSHIPS, OR SCHOLARSHIPS GAINED AT COLLEGES.

NAMES OF SCHOLARS.	College at which gained.	When gained.	Monthly value of Scholarship.	For how long tenable.	For proficiency in what branch.	REMARKS.
1 Bharon Pershad, ...	Govt. Delhie College,	1st January 1865,	Rupees 28	1 year,	General proficiency,	2nd year class.
2 Sohun Lall, ...	ditto,	ditto,	„ 28	ditto,	ditto,	
3 Sree Ram, ...	ditto,	ditto,	„ 26	ditto,	ditto,	
4 Piyara Lall, ...	ditto,	ditto,	„ 24	ditto,	ditto,	
5 Basee Lall, ...	ditto,	ditto,	„ 18	ditto,	ditto,	
6 Muckhun Lall, ...	ditto,	ditto,	„ 18	ditto,	ditto,	
7 Ramjus, ...	ditto,	ditto,	„ 16	ditto,	ditto,	
1 Hurdial Singh, ...	ditto,	ditto,	„ 15	ditto,	ditto,	1st year class.
2 Daya Narain, ...	ditto,	ditto,	„ 10	ditto,	ditto,	
3 Mahdo Narain, ...	ditto,	ditto,	„ 10	ditto,	ditto,	
4 Jumna Dass, ...	ditto,	ditto,	„ 10	ditto,	ditto,	
5 Yosuf Ali, ...	ditto,	ditto,	„ 10	ditto,	ditto,	
6 Beharee Lall, ...	ditto,	ditto,	„ 10	ditto,	ditto,	
1 Pundit Jai Nath, ...	Govt. College Lahore,	ditto,	„ 17	ditto,	ditto,	2nd year class.
2 Ram Kishen, ...	ditto,	ditto,	„ 17	ditto,	ditto,	
3 Ram Chund, ...	ditto,	ditto,	„ 17	ditto,	ditto,	
1 Pundit Prem Nath,.. ..	ditto,	ditto,	„ 12	ditto,	ditto,	1st year class.
2 Gunga Ram, ...	ditto,	ditto,	„ 12	ditto,	ditto,	
3 Wahebuddin, ...	ditto,	ditto,	„ 12	ditto,	ditto,	
4 Chousuk Ram, ...	ditto,	ditto,	„ 12	ditto,	ditto,	
5 Dhunnee Ram, ...	ditto,	ditto,	„ 12	ditto,	ditto,	
6 Mehar Chund, ...	ditto,	ditto,	„ 12	ditto,	ditto,	

No. XIV. B.

RETURN OF SCHOLARSHIPS GAINED DURING THE YEAR 1864-65.

JUNIOR SCHOLARSHIPS GAINED AT SCHOOLS.

Names of Scholars.	Schools at which gained.	When gained	Free or stipendiary.			For how long tenable.	For proficiency in what branch.
	AMBALLA CIRCLE.						
Shimboo Nath, ...	Delhi District School,	1st January 1865,	Stipendiary,	4	.. ..	1 year,	General proficiency.
Jay Narain, ...	ditto,	ditto,	ditto,	4	.. ..	ditto,	ditto.
Madho Ram, ...	ditto,	ditto,	ditto,	4	.. ..	ditto,	ditto.
Madho Narain, ...	ditto,	ditto,	ditto,	4	.. ..	ditto,	ditto.
Jankee Dass, ...	ditto,	ditto,	ditto,	3	.. ..	ditto,	ditto.
Mithoo Mull, ...	ditto,	ditto,	ditto,	3	.. ..	ditto,	ditto.
Shadee Ram, ...	ditto,	ditto,	ditto,	3	.. ..	ditto,	ditto.
Khettur Chunder, ...	ditto,	ditto,	ditto,	3	.. ..	ditto,	ditto.
Jeebanund, ...	ditto,	ditto,	ditto,	3	.. ..	ditto,	ditto.
Toolsee Ram, ...	ditto,	ditto,	ditto,	3	.. ..	ditto,	ditto.
Wullee Mahomed, ...	ditto,	ditto,	ditto,	3	.. ..	ditto,	ditto.
Ram Sarroop, ...	ditto.	ditto,	ditto,	3	.. ..	ditto,	ditto.
Gungaprashad, ...	ditto,	ditto,	ditto,	2	.. ..	ditto,	ditto.
Luchmun Dass, ...	ditto,	ditto,	ditto,	2	.. ..	ditto,	ditto.
Herjus Bull, ...	ditto,	ditto,	ditto,	2	.. ..	ditto,	ditto.
Ram Singh, ...	ditto,	ditto,	ditto,	2	.. ..	ditto,	ditto.
Abdoollah, ...	ditto,	ditto,	ditto,	2	.. ..	ditto,	ditto.
Total, ..	.. .. ..	.. ..	.. ..	50	.. ..	.. ..	
Shimboo Nath, ...	Rewaree District School,	1st January 1865,	Stipendiary,	5	.. ..	1 year,	General proficiency.
Kasoree Lall, ...	ditto,	ditto,	ditto,	4	.. ..	ditto,	ditto.
Nursing Dass, ...	ditto,	ditto,	ditto,	4	.. ..	ditto,	ditto.
Guneshee Lall, ...	ditto,	ditto,	ditto,	4	.. ..	ditto,	ditto.
Bunsee Dhur, ...	ditto,	ditto,	ditto,	4	.. ..	ditto,	ditto.
Sham Dutt, ...	ditto,	ditto,	ditto,	4	.. ..	ditto,	ditto.
Kanya Lall, ...	ditto,	ditto,	ditto,	3	.. ..	ditto,	ditto.
Gobind Sahoy, ...	ditto,	ditto,	ditto,	2	.. ..	ditto,	ditto.
Total, ..	.. .. ..	.. ..	.. ..	30	.. ..	.. ..	
Pribhoo Dial, ...	Simla District School,	1st January 1865,	Stipendiary,	5	.. ..	1 year,	General proficiency.
Boodh Singh, ...	ditto,	ditto,	ditto,	3	8 ..	ditto,	ditto.
Ram Dial, ...	ditto,	ditto,	ditto,	2	8 ..	ditto,	ditto.

Poornoo Chund, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto.
Duleeb Singh, ...	...	ditto,	ditto,	ditto,	1	8	..	ditto.
Salig Ram, ...	...	ditto,	ditto,	ditto,	1	8	..	ditto.
Makhan Lall, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto.
Nizam Ali, ...	...	ditto,	ditto,	ditto,	1	..	..	ditto.
Khizrah, ...	...	ditto,	ditto,	ditto,	1	..	..	ditto.
TOTAL, ...		.. .. ..	... ..	.. ..	20	..	..	.. ..
Gobind Sahoy, ...	...	Jugadhree District School,	1st January 1865,	Stipendiary,	3	..	..	1 year, General proficiency.
Lekraj, ...	...	ditto,	ditto,	ditto,	3	..	..	ditto, ditto.
Jumna Dass, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
Nursingh Dass, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
Pribhoo Dial, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
Sawahee Singh, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
Gunga Shunker, ...	...	ditto,	ditto,	ditto,	1	8	..	ditto, ditto.
Jugadhur Mull, ...	...	ditto,	ditto,	ditto,	1	8	..	ditto, ditto.
Golam Mahomed, ...	...	ditto,	ditto,	ditto,	1	8	..	ditto, ditto.
Ramanund, ...	...	ditto,	ditto,	ditto,	1	8	..	ditto, ditto.
Buldewah, ...	...	ditto,	ditto,	ditto,	1	..	..	ditto, ditto.
TOTAL, ...		... ...	... ...	.. ..	21	..	..	.. ..
Ahmed Hosein, ...	...	Kurnal District School,	1st January 1865,	Stipendiary,	5	..	..	1 year, General proficiency.
Byjnath, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
Piyara Lall, ...	..	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
Jawahir Lall, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
Bhawanee Shunker, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
Kootub Hosein, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
Tilluk Chund, ...	..	ditto,	ditto,	ditto,	1	8	..	ditto, ditto.
Kirpa Ram, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
Hurnam Singh, ...	...	ditto,	ditto,	ditto,	1	8	..	ditto, ditto.
TOTAL, ...		... ...	... ...	.. ..	20	..	..	.. ..
Muddun Gopal, ...	...	Rohtuk District School,	1st January 1865,	Stipendiary,	5	..	..	1 year, General proficiency.
Chund Lall, ...	...	ditto,	ditto,	ditto,	4	..	..	ditto, ditto.
Soogun Chund, ...	...	ditto,	ditto,	ditto,	4	..	..	ditto, ditto.
Lutchmee Narain, ...	...	ditto,	ditto,	ditto,	3	..	..	ditto, ditto.
Mehr Singh, ...	...	ditto,	ditto,	ditto,	3	..	..	ditto, ditto.
Cherunjee Lall, ...	...	ditto,	ditto,	ditto,	3	..	..	ditto, ditto.
W. Foy, ...	...	ditto,	ditto,	ditto,	3	..	..	ditto, ditto.
Gopee Prashad, ...	...	ditto,	ditto,	ditto,	3	..	..	ditto, ditto.
Omrao Singh, ...	...	ditto,	ditto,	ditto,	2	..	..	ditto, ditto.
TOTAL, ...		... ...	... ...	... ...	30	..	..	.. ..

No. XIV. B.—*(Continued.)*

Names of Scholars.	Schools at which gained.	When gained.	Free or stipendiary.			For how long tenable.	For proficiency in what branch.
Jowallah Prashad, ...	Bhewanee District School,	1st January 1865,	Stipendiary,	2	8...	1 year,	General proficiency.
Hurree Singh, 1st, ...	ditto,	ditto,	ditto,	2	8..	ditto,	ditto.
Ram Narain, ...	ditto,	ditto,	ditto,	2	...	ditto,	ditto.
Behari Lall, ...	ditto,	ditto,	ditto,	2	8..	ditto,	ditto.
Jankee Prashad, ...	ditto,	ditto,	ditto,	2	...	ditto,	ditto.
Choonee Lall, ...	ditto,	ditto,	ditto,	2	...	ditto,	ditto.
Jamaluddin, ...	ditto,	ditto,	ditto,	2	...	ditto,	ditto.
Dhowkul, 1st, ...	ditto,	ditto,	ditto,	1	...	ditto,	ditto.
Hurree Singh, 2nd, ...	ditto,	ditto,	ditto,	1	...	ditto,	ditto.
Dhowkul, 2nd, ...	ditto,	ditto,	ditto,	1	8..	ditto,	ditto.
Hareeya, ...	ditto,	ditto,	ditto,	1	...	ditto,	ditto.
Total, ...	... ...	... ...	... ...	20	...	.. ..	
Mahfuz Ali, ...	Jhujjhur District School,	1st January 1865,	Stipendiary,	3	8..	1 year,	General proficiency.
Woodmee Ram, ...	ditto,	ditto,	ditto,	3	...	ditto,	ditto.
Jugger Nath, ...	ditto,	ditto,	ditto,	3	...	ditto,	ditto.
Unjun Lall, ...	ditto,	ditto,	ditto,	3	...	ditto,	ditto.
Davee Sahoy, ...	ditto,	ditto,	ditto,	1	8...	ditto,	ditto.
Kulleean Singh, ...	ditto,	ditto,	ditto,	1	...	ditto,	ditto.
Golam Moheeuddin,... ...	ditto,	ditto,	ditto,	1	...	ditto,	ditto.
Shew Lall, ...	ditto,	ditto,	ditto,	1	...	ditto,	ditto.
Pirbhoo Dial, ...	ditto,	ditto,	ditto,	...	8...	ditto,	ditto.
Surwar Khan, ...	ditto,	ditto,	ditto,	...	8..	ditto,	ditto.
Total, ...	... ...	.. ...	... ...	18	...	... ...	
	LAHORE CIRCLE.						
Dewan Buksh, ...	Lahore District School,	1st January 1865,	Stipendiary,	6	...	1 year,	General proficiency.
Charaguddin, ...	ditto,	ditto,	ditto,	6	...	ditto,	ditto.
Busunt Ram, ...	ditto,	ditto,	ditto,	5	...	ditto,	ditto.
Bhuggut Ram, 1st, ...	ditto,	ditto,	ditto,	5	...	ditto,	ditto.
Nunt Ram, ...	ditto,	ditto,	ditto,	5	...	ditto,	ditto.
Makhan Lall, ...	ditto,	ditto,	ditto,	5	...	ditto,	ditto.
Munnee Ram, ...	ditto,	ditto,	ditto,	5	...	ditto,	ditto.
Khyruddin, ...	ditto,	ditto,	ditto,	5	...	ditto,	ditto.
Bhageerut, ...	ditto,	ditto,	ditto,	5	...	ditto,	ditto.
Wajud Ali, ...	ditto,	ditto,	ditto,	5	...	ditto,	ditto.
Wulli Ahmud, ...	ditto,	ditto,	ditto,	4	...	ditto,	ditto.

Joalla Sahoy,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Ram Narain,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Nanuk Chund,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Hosein Khan,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Dust Ram,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Toolsee Ram,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Tara Chund,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Sudderuddin,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Bhuggut Ram, 2nd,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Omer Buksh,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Muthra Dass,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Kashi Nath,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Ahmud Buksh,	ditto,	ditto,	ditto,	3	..	..	ditto,	ditto.
Azeezuddin,	ditto,	ditto,	ditto,	3	..	..	ditto,	ditto.
Charaguddin,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Gian Chund,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Jai Chund,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Booreea Khan,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Gobind Ram,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Chundun Lall,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Sonoo,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Jhundoo,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Golam Rassool,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
TOTAL,	... ...	... ...	.. ..	128	..	..	.. ..	
Bishun Singh,	Umritsur District School,	1st January 1865,	Stipendiary,	5	..	..	1 year,	General proficiency.
Khuda Buksh,	ditto,	ditto,	ditto,	5	..	..	ditto,	ditto.
Kunhya Lall,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Bheem Sein,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Mohun Lall,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Kundharee Lall,	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Lehna Singh,	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Jeewun Mull,	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Gurmookh Roy,	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Balmokund,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Hurry Chund,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Gunga Ram,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Ram Surrun,	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
TOTAL,	... ...	... ...	.. ..	34	..	..	.. ..	
Futteh Khan,	Hooshiyarpoor District School,	1st January 1865,	Stipendiary,	2	..	..	1 year,	General proficiency.
Bhugwana,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Gober Dhun Lall,	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Davee Singh,	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Deena Nath,	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Nuthoo,	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.

No. XIV. B.—*(Continued.)*

Names of Scholars.	Schools at which gained.	When gained	Free or stipendiary.				For how long tenable.	For proficiency in what branch.
	Lahore Circle.—*(Continued.)*							
Chujjoo Ram, ...	Hooshiyarpoor District School,	1st January 1865,	Stipendiary,	...	8	..	1 year,	General proficiency.
Goormookh Singh, ...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Secunder Khan, ...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Chundoo Lall, ...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Total, ..	.. ..	.. ...	.. ..	11	..	..	... ...	
Gunga Ram, ...	Mooltan District School,	1st January 1865,	Stipendiary,	4	..	..	1 year,	General proficiency.
Moorad Ali, ...	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Oma Churn, ...	ditto,	ditto,	ditto,	4	..	..	ditto,	ditto.
Jai Ram Dass, ...	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Mohun Chund, ...	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Shere Mahomed, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Gunesh Dass, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Jai Chund, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Bagah, ...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Poojarah, ...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Lahoree, ...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Total, ...	.. .. ..	.. ..	.. ..	20	8	..	.. ..	
Thakoor Dass, ...	Buttala District School,	1st January 1865,	Stipendiary,	1	8	..	1 year,	General proficiency.
Moula Buksh, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Gober Dhun, ...	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Thakoor Dass, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Hurree Singh, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Shunkur Dass, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Kunda, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Ram Chunder, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Kishen Chund, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Deen Mahomed, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Fugtoo, ...	ditto,	ditto,	ditto,	..	8	..	ditto,	ditto.
Total, ..	.. .. ..	.. ..	.. ..	11	8	..	.. ..	
Atma Ram, ...	Ferozepoor District School,	1st January 1865,	Stipendiary,	1	8	..	1 year,	General proficiency.
Khettur Chunder, ...	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Kirpa Ram, ...	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Kurum Illahee, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Gora Chunder, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.

Kuljus,	...	..	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Dora Mull,	...	..	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Surdassee Mull,	...	...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Abdool Guffoor,	..	...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Heera Lall,	..	..	ditto,	ditto,	ditto,	..	8	..	ditto,	ditto.
Munnoo Lall,	..	..	ditto,	ditto,	ditto,	..	8	..	ditto,	ditto.
	TOTAL,	..	... ...	... ...	.. ..	13	..	..	... ...	
Mithoo Ram,	..	..	Rahoon District School,	1st January 1865,	Stipendiary,	1	...	..	1 year,	General proficiency.
Belee Ram,	..	..	ditto,	ditto,	ditto,	1	...	..	ditto,	ditto.
Milkhee,	..	..	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Rahmut Khan,	..	...	ditto,	ditto,	ditto,	...	12	..	ditto,	ditto.
Peer Buksh,	..	..	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Illahee Buksh,	..	..	ditto,	ditto,	ditto,	1	...	..	ditto,	ditto.
Chujjoo Ram,	..	..	ditto,	ditto,	ditto,	1	...	..	ditto,	ditto.
Kunhya,..	...	...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Allah Dad,	..	..	ditto,	ditto,	ditto,	...	12	..	ditto,	ditto.
Ahmad Hosein,	..	...	ditto,	ditto,	ditto,	1	...	..	ditto,	ditto.
Rullia Ram,	...	..	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Golam Russool,	..	..	ditto,	ditto,	ditto,	1	...	..	ditto,	ditto.
	TOTAL,	....	... ...	... ...	... ...	10	..	..	.. ..	
			RAWUL PINDI CIRCLE.			—				
Doonee Chund,	..	..	Goojrat District School,	1st January 1865,	Stipendiary,	6	..	..	1 year,	General proficiency.
Muthra Dass,	..	..	ditto,	ditto,	ditto,	3	..	..	ditto,	ditto.
Radhia Kishun,	..	..	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Wuzeer Buksh,	...	..	ditto,	ditto,	ditto,	3	..	..	ditto,	ditto.
Bhuggut Singh,	..	..	ditto,	ditto,	ditto,	3	..	..	ditto,	ditto.
Ladha, ..	..	..	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Golab Singh,	...	...	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Hosein Mahomed,	...	...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Ram Chund,	..	..	ditto,	ditto,	ditto,	1	...	..	ditto,	ditto.
Moolraj, ...	..	..	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Doulut Rai,	..	...	ditto,	ditto,	ditto,	1	...	..	ditto,	ditto.
	TOTAL,	....	... ...	... ...	... ...	23	..	..	— .. .. —	
Omer Buksh,	...	..	Goojranwalla District School,	1st January 1865,	Stipendiary,	4	..	..	1 year,	General proficiency.
Mahomed Buksh,	...	...	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Birj Lall,	...	...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Kashi Ram,	....	....	ditto,	ditto,	ditto,	1	...	..	ditto,	ditto.
Fureeduddin,	....	....	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Nehal Chund,	....	....	ditto,	ditto,	ditto,	1	..	...	ditto,	ditto.
	TOTAL,	....	... .	... ...	... ..	10	...	...	.. ...	

Nº XIV. B.—*(Continued.)*

Names of Scholars.	Schools at which gained.	When gained	Free or stipendiary.				For how long tenable.	For proficiency in what branch.
	R. Pindi Circle.—*(Continued.)*							
Sunt Singh, 1st, ...	Sealkote District School,	1st January 1865,	Stipendiary,	2	...	..	1 year,	General proficiency.
Luchmun Singh, ...	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Mohun Lall, ...	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Sunt Singh, 2nd, ...	ditto,	ditto,	ditto,	1	...	..	ditto,	ditto.
Jowahur Singh, ...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Total, ...	.. ..	.. ...	.. ..	5	8	..	... ...	
Prithee Nath, ...	Bhera District School,	1st January 1865,	Stipendiary,	3	..	..	1 year,	General proficiency.
Rajcoomar, ...	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Jankee Ram, ...	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Mehr Chund, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Mokund Lall, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Luchmun Dass, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Nund Ram, ...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Bhugwan Dass, ...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Ramjee Mull, ...	ditto,	ditto,	ditto,	...	8	..	ditto,	ditto.
Total, ...	.. .. ..	.. ..	.. ..	10	8	..	.. ..	
Ram Chund, ...	Jhung District School,	1st January 1865,	Stipendiary,	4	..	..	1 year,	General proficiency.
Tara Singh, ...	ditto,	ditto,	ditto,	3	..	..	ditto,	ditto.
Umrit Rai, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Golam Ahmad, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Bhowanee Dass, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Pirbhoo Dial, ...	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Jeenda Ram, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Goorditta, 1st, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Goorditta, 2nd, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Total, ...	.. .. ..	.. ..	.. ..	15	..	..	.. ..	
	FRONTIER CIRCLE.		Stipendiary, ditto,					
Girdharee, ...	D. G. Khan District School,	1st January 1865,	ditto,	3	..	..	1 year,	General proficiency.
Pursa Ram, ...	ditto,	ditto,	ditto,	3	..	..	ditto,	ditto.
Inderbhan, ...	ditto,	ditto,	ditto,	2	..	..	ditto,	ditto.
Remul, ...	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Ootum, ...	ditto,	ditto,	ditto,	1	8	..	ditto,	ditto.
Chokha,....	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Tola, ...	ditto,	ditto,	ditto,	1	..	..	ditto,	ditto.
Bhugwanah, ...	ditto,	ditto,	ditto,	1	..	...	ditto,	ditto.
Total, ...	... ...	... ...	... ..	14	...	...	.. ..	
Sussee, ...	Abbbotabad District School,	1st January 1865,	Stipendiary,	2	..	..	1 year,	General proficiency.
Dukbhunjan, ...	ditto,	ditto,	ditto,	1	...	..	ditto,	ditto.
Total, ...	... .	... ...	... ...	3	..	...	.. ..	

No. XV.

Return of Candidates passed for employment or promotion in the Educational Department during the year 1864-65.

	Names of passed Candidates.	When and where examined.	Where educated.	Grade of certificate gained.	Grade of appointment entitled to in consequence.
	Tafuzul Hosein, ...	1st April 1864,	Delhie Normal School,	1st grade Town School Teacher.	Town and Village School Teacherships of the same grade as that of the certificate.
	Yaseen Khan, ...	ditto	ditto	2nd ditto	
	Gurggeer, ...	ditto	ditto	2nd ditto	
	Abdool Kadir, ...	ditto	ditto	2nd ditto	
5	Mahomed Hosein,... ...	ditto	ditto	2nd ditto	
	Kunhya Lall, ...	ditto	ditto	3rd ditto	
	Kumroodin, ...	ditto	ditto	3rd ditto	
	Mahomed Ahsan, ...	ditto	ditto	3rd ditto	
	Auz Khan,...	ditto	ditto	3rd ditto	
10	Gobind Lall, ...	ditto	ditto	3rd ditto	
	Ram Lall, ...	ditto	ditto	3rd ditto	
	Abdul Razak, ...	ditto	ditto	3rd ditto	
	Ameer Ali Khan, ...	ditto	ditto	3rd ditto	
	Kasoram, ...	ditto	ditto	3rd ditto	
15	Yakoob Ali, ...	ditto	ditto	3rd ditto	
	Kureem Buksh, ...	ditto	ditto	1st grade Village School Teacher.	
	Nizamuddin, ...	ditto	ditto	1st ditto	
	Mahomed Yayah,... ...	ditto	ditto	1st ditto	
	Ibraheem Ali, ...	ditto	ditto	1st ditto	
20	Mohun Lall, ...	ditto	ditto	1st ditto	
	Kishen Lall, ...	ditto	ditto	1st ditto	
	Dilawur Ali, ...	ditto	ditto	1st ditto	
	Abdul Hafiz, ...	ditto	ditto	1st ditto	
	Ramjee Dass, ...	ditto	ditto	1st ditto	
25	Tajuddin, ...	ditto	ditto	1st ditto	
	Jumna Dass, ...	ditto	ditto	1st ditto	
	Kasim Ali,...	ditto	ditto	1st ditto	
	Kootubuddin, ...	ditto	ditto	1st ditto	
	Simbhoo Dial, ...	ditto	ditto	1st ditto	
30	Moorlee Dhur, ...	ditto	ditto	1st ditto	
	Ram Narain, ...	ditto	ditto	1st ditto	
	Ghunsham, ...	ditto	ditto	1st ditto	
	Gunga Jeowun, ...	ditto	ditto	1st ditto	
	Jaisook, ...	ditto	ditto	1st ditto	
35	Gouree Shunker, ...	ditto	ditto	1st ditto	
	Guneshee Lall, ...	ditto	ditto	1st ditto	
	Hurdheewan, ...	ditto	ditto	1st ditto	
	Prag Ditt, ...	ditto	ditto	1st ditto	
	Ramprashad, ...	ditto	ditto	1st ditto	
40	Hurnam Dass, ...	ditto	ditto	1st ditto	
	Nujeebuddin, ...	1st October 1864,	ditto	1st ditto	
	Chujjoo Mull, ...	ditto	ditto	1st ditto	
	Salig Ram, ...	1st April 1864,	ditto	2nd ditto	
	Bysakee Ram, ...	ditto	ditto	2nd ditto	
45	Abdul Kurreem, ...	ditto	ditto	2nd ditto	
	Ramdial, ...	ditto	ditto	2nd ditto	
	Kishen Sahoy, ...	ditto	ditto	2nd ditto	
	Nund Kishore, ...	ditto	ditto	2nd ditto	
	Neaz Ali, ...	ditto	ditto	2nd ditto	
50	Pirbho Dial, ...	ditto	ditto	2nd ditto	
	Mahomed Ali, ...	ditto	ditto	2nd ditto	
	Akber Ali,...	ditto	ditto	2nd ditto	
	Buldeo Sahoy, ...	ditto	ditto	2nd ditto	
	Khwaj Buksh, ...	ditto	ditto	2nd ditto	
55	Ali Hosein, ...	ditto	ditto	2nd ditto	
	Chujjoo Mull, ...	ditto	ditto	2nd ditto	
	Mahboob Alum, ...	ditto	ditto	2nd ditto	
	Alladad, ...	ditto	ditto	2nd ditto	
	Golam Mustafa, ...	ditto	ditto	2nd ditto	
60	Agajan, ...	ditto	ditto	2nd ditto	
	Kirpa Ram, ...	ditto	ditto	2nd ditto	
	Bahnokund, ...	ditto	ditto	2nd ditto	
	Choonee Lall, ...	ditto	ditto	2nd ditto	
	Budree Dass, ...	ditto	ditto	2nd ditto	
65	Juram, ...	ditto	ditto	2nd ditto	
	Hurgolall, ...	ditto	ditto	2nd ditto	
	Chook Chund, ...	ditto	ditto	2nd ditto	
	Bahnokund, 2nd, ...	October 1864,	ditto	2nd ditto	
	Narain Dass, ...	ditto	ditto	2nd ditto	
70	Yakoob Ali, ...	1st April 1864,	ditto	3rd ditto	

No. XV.—*(Continued.)*

Names of passed Candidates.	When and where examined.	Where educated.	Grade of certificate gained.	Grade of appointment entitled to in consequence.
71 Buldeo Sahoy, ...	1st April 1864,	Delhie Normal School,	1st grade Village School Teacher.	Town and Village School Teachership of the same grade as that of the certificate.
Abdul Hameed, ...	ditto	ditto	3rd ditto	
Moorlee Dhur, ...	ditto	ditto	3rd ditto	
Wuzeeruddin, ...	ditto	ditto	3rd ditto	
75 Amanut Ali, ...	ditto	ditto	3rd ditto	
Guneshee Lall, ...	ditto	ditto	3rd ditto	
Mimtaz Hosein, ...	ditto	ditto	3rd ditto	
Ali Hosein, ...	ditto	ditto	3rd ditto	
Ameeroollah, ...	ditto	ditto	3rd ditto	
80 Unoop Singh, ...	ditto	ditto	3rd ditto	
Jan Mahomed, ...	ditto	ditto	3rd ditto	
Bismillah Beg, ...	ditto	ditto	3rd ditto	
Azeemuddin, ...	ditto	ditto	3rd ditto	
Rulla Ram, ...	ditto	ditto	3rd ditto	
85 Mahomed Ali, ...	ditto	ditto	3rd ditto	
Mahomed Mirza, ...	ditto	ditto	3rd ditto	
Azmutoollah, ...	ditto	ditto	3rd ditto	
Guneshee Lall, ...	ditto	ditto	3rd ditto	
Goordut Singh, ...	30th April 1864,	Lahore Normal School,	2nd grade Town School Teacher.	
90 Tajuddin, ...	ditto	ditto	2nd ditto	
Ali Hosein, ...	ditto	ditto	2nd ditto	
Nooruddin, ...	ditto	ditto	2nd ditto	
Golam Russool, ...	ditto	ditto	2nd ditto	
Mahomeddin, ...	ditto	ditto	3rd ditto	
95 Golam Kadir, ...	ditto	ditto	3rd ditto	
Kunhya Lall, ...	ditto	ditto	3rd ditto	
Sahibuddin, ...	31st October 1864,	ditto	3rd ditto	
Poorun Chund, ...	ditto	ditto	3rd ditto	
Meera Buksh, ...	ditto	ditto	1st grade Village School Teacher.	
100 Moolraj, ...	ditto	ditto	1st ditto	
Mokumuddin, ...	ditto	ditto	1st ditto	
Aroor Chund, ...	30th April 1864,	ditto	2nd ditto	
Boolakee Mull, ...	ditto	ditto	2nd ditto	
Golam Hosein, ...	ditto	ditto	2nd ditto	
105 Nubbee Buksh, ...	ditto	ditto	3rd ditto	
Noor Buksh, ...	ditto	ditto	3rd ditto	
Sahibuddin, ...	ditto	ditto	3rd ditto	
Peer Buksh, ...	ditto	ditto	3rd ditto	
Sheikh Ahmud, ...	ditto	ditto	3rd ditto.	
110 Shere Mahomed, ...	ditto	ditto	3rd ditto	
Ram Chund, ...	ditto	ditto	3rd ditto	
Kadir Buksh, ...	31st October 1864,	ditto	3rd ditto	
Fuzl Illahee, ...	ditto	ditto	3rd ditto	
Nubbee Buksh, ...	1st May 1864,	Jullunder Normal School,	2nd grade Town School Teacher.	
115 Shah Noor, ...	ditto	ditto	2nd ditto	
Muluk Raj, ...	ditto	ditto	2nd ditto	
Golam Moheeuddin, ...	ditto	ditto	3rd ditto	
Shahdeen, ...	ditto	ditto	3rd ditto	
Ali Buksh, ...	ditto	ditto	1st grade Village School Tacher.	
120 Shere Ali, ...	ditto	ditto	1st ditto	
Omeruddin, ...	ditto	ditto	1st ditto	
Golam Hyder, ...	ditto	ditto	2nd ditto	
Bahauddin,...	ditto	ditto	2nd ditto	
Nadir, ...	7th October 1864,	ditto	2nd ditto	
125 Poloram, ...	ditto	ditto	2nd ditto	
Sirbolund Khan, ...	ditto	ditto	2nd ditto	
Noor Mahomed, ...	ditto	ditto	2nd ditto	
Shahnewaz, ...	1st May 1864,	ditto	3rd ditto	
Emam Buksh, ...	ditto	ditto	3rd ditto	
130 Sumsoodeen, ...	ditto	ditto	3rd ditto	
Kashi Ram, ...	ditto	ditto	3rd ditto	
Rugha Ram, ...	ditto	ditto	3rd ditto	
Ali Buksh....	ditto	ditto	3rd ditto	
Soonder Singh, ...	7th October 1861,	ditto	3rd ditto	
135 Dewkeenundun, ...	ditto	ditto	3rd ditto	
Jaigopal, ...	ditto	ditto	3rd ditto	
Baboo Ram, ...	ditto	ditto	3rd ditto	
Kalee Dass, ...	ditto	ditto	3rd ditto	
Mahomed Waris, ...	1st May 1864,	Mooltan Normal School,	3rd grade Town School Teacher.	
140 Alla Buksh, ...	ditto	ditto	1st grade Village School ditto.	
Golam Russool, ...	3rd April 1864,	ditto	1st ditto	
Ahmudyar,...	ditto	ditto	2nd ditto	
Golam Russool, ...	ditto	ditto	2nd ditto	
144 Ibraheem, ...	ditto	ditto	2nd ditto	

No. XV.—(*Continued.*)

Names of passed Candidates.	When and where examined.	Where educated.	Grade of certificate gained.	Grade of appointment entitled to in consequence.
145 Nubbee Buksh, ...	3rd April 1864,	Mooltan Normal School,	2nd grade Village School Teacher	Town and Village School Teacherships of the same grade as that of the certificate.
Pahlwan, ...	1st May 1864,	ditto	3rd ditto	
Kurreem Buksh, ...	ditto	ditto	3rd ditto	
Ahmudyar, ...	ditto	ditto	3rd ditto	
Mahomed Azeem, ...	ditto	ditto	3rd ditto	
150 Abdul Khalak, ...	3rd April 1864,	ditto	3rd ditto	
Abdoolah, ...	ditto	ditto	3rd ditto	
Essa, ...	ditto	ditto	3rd ditto	
Hameed, ...	ditto	ditto	3rd ditto	
Ihmudjee, ...	1st May 1864,	R. Pindi Normal School,	1st ditto	
155 Jamaluddin, ...	ditto	ditto	1st ditto	
Shumsuddin, ...	ditto	ditto	1st ditto	
Golam Moostafa, ...	ditto	ditto	1st ditto	
Noor Ihmud, ...	ditto	ditto	2nd ditto	
Gunnesh Dass, ...	ditto	ditto	2nd ditto	
160 Golam Moostafa, ...	ditto	ditto	2nd ditto	
Fyz Allum, ...	ditto	ditto	2nd ditto	
Mahomed Ali, ...	ditto	ditto	2nd ditto	
Mahomed Hosein, ...	ditto	ditto	3nd ditto	
Bishun Singh, ...	ditto	ditto	2nd ditto	
165 Nooruddin, ...	ditto	ditto	3rd ditto	
Gamah, ...	ditto	ditto	3rd ditto	
Shurfuddin, ...	ditto	ditto	3rd ditto	
Gunda Mull, ...	ditto	ditto	3rd ditto	
Davee Dass, ...	ditto	ditto	3rd ditto	
170 Golam Mehndee, ...	ditto	ditto	3rd ditto	
Golam Mahomed Khan, ...	1st October 1864,	Peshawur Normal School,	2nd grade Town School Teacher.	
Hafizoollah, ...	29th February 1864,	ditto	2nd grade Village School Teacher.	
Yasseen, ...	ditto	ditto	ditto	
Thurreea Ram, ...	3rd October 1864,	D. I. Khan Normal School,	3rd grade Town School Teacher.	
175 Ahmudyar, ...	ditto	ditto	2nd grade Village ditto.	
Golam Mahomed, ...	ditto	ditto	3rd ditto	
Golam Russool, ...	ditto	ditto	3rd ditto	
Mahomed Hosein, ...	ditto	ditto	3rd ditto	
179 Choonee Ram, ...	ditto	ditto	3rd ditto	

No. XVI.

Return of Private Donations and Endowments from which aid was received by the Department during the year 1864-65.

NAME OF DONOR.	DESCRIPTION OF DONATION.	ANNUAL VALUE.	FOR WHAT PERIOD TO CONTINUE.	FOR WHAT PURPOSE.
HIS HIGHNESS MAHARAJA DULEEP SINGH,...	Cash, ...	500	During life-time of donor.	Scholarships in Government Amritsur School.
NAWAB FAZAL ALI KHAN, ...	Government Promissory Notes, Rupees 1,70,000, ...	6,800	Permanent donation.	For maintenance of Delhie Government School.

No. XVII.

GENERAL STATEMENT OF AMOUNT EXPENDED BY GOVERNMENT ON EDUCATION DURING THE YEAR 1864-65.

	Salaries.	Scholarships.	Buildings.	Contingencies.	Grants-in-aid.	Total.
General Establishments.						
From Imperial Revenue, ...	69,310 11 3	...	...	68,658 15 9*	...	1,37,969 11 ..
„ One Per Cent Educational Cess Fund, ...	14,416 ...	...	...	5,220 ...	...	19,636 ...
„ Other sources, ...	... ...	...	...	...	...	...
Government Colleges and Schools.						
General, ... From Imperial Revenue, ...	1,42,726 11 8	5,367 1 ...	...	11,956 15 9	...	1,60,050 12 5
„ One Per Cent Educational Cess Fund,	1,85,511 12 8	2,100 ...	41,838	6,544 ...	...	2,35,993 12 8
„ Other sources,...	8,136 ...	2,916 ...	...	18,127 1 ...	...	29,179 1 .
Special, ... From Imperial Revenue, ...	12,199 15 ..	... ...	...	1,997 4 5	...	14,197 3 5
„ One Per Cent Educational Cess Fund,	1,800 ...	18,084 ...	...	...	...	19,884 .. .
„ Other sources,...	... ...	...	...	75 ...	...	75 . ...
Private Colleges and Schools.						
General, ... From Imperial Revenue, ...	... ...	...	...	...	1,01,721	1,01,721 .. .
„ One Per Cent Educational Cess Fund,	... ...	...	...	...	...	...
„ Other sources,...	... ...	...	...	...	...	66,915 4 5
Special, ... From Imperial Revenue, ...	... ...	...	...	...	825	825 .. ..
„ One Per Cent Educational Cess Fund,	... ...	...	...	...	...	..
„ Other sources,...	... ...	...	...	...	...	540 9 3
Total of Imperial Revenue, ...	2,24,237 5 11	5,367 1 .	...	82,613 3 11	1,02,546 13 2	4,14,764 8 .
„ of One Per Cent Educational Cess Fund,... ...	2,01,727 12 8	20,184 ...	41,838	11,764 ...	...	2,75,513 12 8
„ of other sources, ...	8,136 ...	2,916 ..	...	18,202 1 ...	..	98,709 14 8
Grand Total, ...	4,34,101 2 7	28,467 1 ...	41,838	1,12,579 4 11	1,02,546 13 2	7,88,988 3 4

* Rupees 35,224-9-10 are charges of the Book Depôt, by which also Rupees 24,663-0-1 have been credited to Government during the year.

LAHORE,
Office of Director of Public Instruction, Punjab.

A. R. FULLER,
Director of Public Instruction, Punjab.

REPORT

POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1865-66.

BY

MAJOR A. R. FULLER, ROYAL ARTILLERY,

Director of Public Instruction, Punjab.

Published by Authority.

Lahore:

PRINTED AT THE HOPE PRESS.

1866.

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NO. 413.

EDUCATIONAL DEPARTMENT.

Dated LAHORE, *30th October* 1866.

Read Annual Report on Education for the year 1865–66, *furnished by Major* A. R. FULLER, *R. A., Director Public Instruction.*

GENERAL STATISTICS.—1.—The Lieutenant Governor observes with satisfaction, that there was a considerable increase, during the year under report, in the aggregate amount expended on Education, from private sources; * and he is glad to perceive that of this increased amount, Rupees 8,225 † were voluntary subscriptions from the Native community; but though the amount thus contributed is large, when compared with the contributions of past years, there is yet room, His Honor considers, for increased liberality on the part of the wealthier classes of the Province; and he would be glad to see that those whose riches have largely increased with the growing prosperity of the Punjab, were devoting a portion of those riches to the formation of endowments for Educational and charitable purposes.

* 1864–65,	... ... Rupees	98,716
1865–66,	... ... „	1 51,204
† On account of Scholarships,	... ... Rs	240
To Anglo-Vernacular Schools,...	... „	3,038
Contributions		
To Vernacular Schools of the lower class,		141
To Female Schools,	... ...	4 806

2.—The Statistics given in para: 4 of the Director's Report, * confirm the results of His Honor's observations during his last tour—namely, that the state of Village Education in frontier districts, (especially in the more Northern districts) is less satisfactory than elsewhere, there being only 212 Schools, with an average attendance of 7,083 Scholars, among a population of upwards of two millions.

	Ambala Circle.	Lahore Circle.	Rawul-pindi Circle.	Frontier Circle.
Total of Districts, ...	9	9	7	7
Area in square miles, ...	17,847	27,965	27,381	27,213
Population, ..	39,75,834	57,80,155	30,18,258	20,20,370
Number of Schools, ...	679	1,434	653	212
Number of Scholars, ...	24,919	45,376	25,085	7,038

It is, therefore, with much gratification, that the Lieutenant Governor hears of the completion of Text books in the Pushtoo language; their introduction into the Village Schools of the North-Western Frontier will remove, His Honor feels sure, one great obstacle to the spread of Education among the Pathan tribes; and now that the Chiefs of the Southern Derajat are beginning to evince an active interest in the extension of Education, there appears to be every prospect of increased success.

3.—Last year being the first occasion on which candidates from the Panjab offered themselves for the first Arts Examination at the Calcutta University, the Lieutenant Governor sees no reason to be dissatisfied with the results; and in the case of the Lahore Mission College, the success achieved was very creditable. A less degree of success was achieved (except in the case of the candidates from the Delhi Zillah School) at the University Matriculation Examination; but this is partially explained by the standard of Examination having been pitched higher than heretofore. His Honor is glad to learn that the unsuccessful candidates are not discouraged, but are continuing their studies with a view of re-appearing at the Examination in December next.

4.—Lahore College.—The Lieutenant Governor regrets that he cannot regard the progress of this Institution as satisfactory. The Principal, His Honor perceives, ascribes the want of success—partly to the "indefiniteness of Government support;" partly to the inadequacy of the College staff; and partly to the unattractive nature of the subjects taught;—but the Lieutenant Governor can hardly accept this explanation as sufficient, when he sees very different results achieved both at the Lahore Mission College and the Government College at Delhi—an institution similarly circumstanced to that over which Doctor Leitner presides;—further, His Honor cannot understand how "indefiniteness of Government support" can be alleged in regard to an Institution supported entirely from the Revenues of the State, at a cost of Rupees 18,810 per annum; and where every poor student received during the year a Scholarship of from Rupees 12 to Rupees 17 per mensem; nor can he consider a Principal, a Professor, and an Assistant Professor, an inadequate Staff for a College of less than twenty students. On the whole, the Lieutenant Governor is inclined to think, that Doctor Leitner's avowed disapproval of the existing system of tuition pursued in Government Colleges and the Calcutta University, must have had much to do with the unsatisfactory results exhibited; but Doctor Leitner must not allow his private views on Education to interfere with the proper discharge of his duties; and, however commendable may be his zeal for promoting the moral and intellectual advancement of the people, that zeal is misplaced if it leads him to neglect the primary duties of his Office.

5.—Delhi College.—The progress made by this Institution during the year, is satisfactory; and reflects credit upon the Principal—Mr. Willmott, and his coadjutor Mr. C. R Cooke. The unavoidable absence of the Principal, for a considerable portion of the year, must have thrown a large amount of labor and responsibility upon the latter Officer; and the Lieutenant Governor desires particularly to acknowledge the efficient manner in which Mr. Cooke performed the duties devolving upon him, under very disadvantageous circumstances.

6.—DEHLIE ZILLAH SCHOOL.—The increasing number of Scholars in this Institution, and the success achieved by its Scholars, at the last University Matriculation Examination, are satisfactory proofs of the excellence of its management; the course pursued by the Principal and Mr. Doran in directing the studies of the pupils,* (*vide* para. 6 of Mr. Willmot's report) is quite in accordance with the wishes of the Government.

* "We have indulged in no ephemeral, time-wasting tentative improvements; but have carried out, to the best of our ability, the comprehensive scheme of education we have received."

7.—BRANCH SCHOOLS.—The Lieutenant Governor is glad to observe the continued success of the Branch School system; and he desires that his acknowledgements be communicated to the Local Committees of Public Instruction at Delhi, Jhujjur, Kurnal, Hoshiarpore, Noorpore, Ferozepore, and Rahoon, for the active interest evinced by them in regard to the Branch Schools of their towns, and the Zillah Schools with which they are connected.

8.—GRANTS TO INDIGENOUS SCHOOLS.—The plan of aiding the best Indigenous Vernacular Schools in large towns with special grants, under Article XIV. of the Grant-in-aid rules—adverted to in para. 46 of the Director's Report—is one which the Lieutenant Governor would wish to see extensively adopted, wherever there are Indigenous Schools of merit.

His Honor has already expressed his satisfaction at the completion of the Elementary Text books in the Pushtoo language; and he desires that his acknowledgements be conveyed to Mr. H. Beckett, the Officiating Inspector of Schools of the Frontier circle, for having brought out these useful works.

9.—FEMALE SCHOOLS.—The continued increase in the number of Female Schools, especially in the cities of Umritsur and Lahore, is gratifying; and though the general tenor of the reports, regarding the state and progress of education in those institutions, is not so favorable as could be wished, the Lieutenant Governor believes,—from what he has himself witnessed at Syalkote and elsewhere,—that there is much that is genuine in the movement; the great object, at present, is to remove prejudices against female education, and this object His Honor believes is being gradually accomplished. At the same time, care must be taken by District Officers, to guard, as far as may be possible, against abuses which the absence of inspection is likely to encourage; and though the Lieutenant Governor would on no account insist upon the inspection of Female Schools by the Officers of the Educational Department,—if such in-

*	Government Schools.	Grant-in-aid.	No of Scholars.
1864-65.	272	411	12,263
1865-66.	333	696	16 426

spection is really distasteful to the people,—he would be glad to see some more effective guarantee, than at present exists, that the large amount expended from the Public Revenues on female education, is economically applied to purposes for which it is intended.

10.—GRANT-IN-AID INSTITUTIONS.—As before noticed, the increased amount expended from private sources on education, is one of the most satisfactory features in the Report; in particular the Lieutenant Governor anticipates the greatest benefit from the excellent Grant-in-aid Anglo-Vernacular School established at Dera Ismael Khan, through the exertions of the Revorend Mr. Bruce.

11.—SCHOOLS IN NATIVE STATES.—His Honor notices with satisfaction the favorable account given by the Inspector of the Umballa Circle, of the Schools established in the independent states of Puttiala, Nabha, Malair Kotela, and Patowdie; and His Honor's satisfaction will be communicated to the Chiefs of those States through the Political department.

12.—NORMAL SCHOOLS.—The high cost per pupil, in Normal Schools, was noticed in His Honor's review of last year's report; and special enquiry was made as to whether these institutions were satisfactorily fulfilling the objects for which they were established; but the subject has not been noticed by the Director, in the present Report, so fully as His Honor would wish; and Major Fuller's attention is again drawn to the subject. The Lieutenant Governor has read with much interest the account of the flourishing condition of the Delhi Female Normal School, connected with the S. P G. Mission, given in para. 59 of the report of the Inspector of the Umballa Circle,—the institution promises to be a most useful one, and should be liberally supported.

13.—NOTICE OF OFFICERS.—The Lieutenant Governor desires that his acknowledgements be conveyed to those Officers of the Educational Department specially noticed by the Director.

The services of the undermentioned Native Gentlemen will be acknowledged by special communications addressed to them from this Office :—

1 Abdul Majid Khan,
2 Diwan Baij Nath,
3 Baba Khem Singh,
4 Muhammad Sultan,
5 Moulvi Umur ud-din,
6 Baboo Shama Churn Bose,

7 Moulvi Kareem-ud-din,
8 Hadi Husain Khan,
9 Amin Chand,
10 Sardar Jhanda Singh,
11 Ghulam Haidar Khan,
12 Imam Bakhsh Khan,
13 Sarfaraz Khan Bahâdur,
14 Hafiz Samandar Khan,
15 Lala Ram Chandra,
16 Lala Wazir Singh,
17 Munshi Piyari Lal,
18 Moulvie Alamdâr Husain,
19 Moulvie Zia-ud-din,
20 Rae Partab Singh,
21 Munshi Hâmid Ali,
22 Pundit Harikh Chand,
23 Lallah Sahib Singh,
24 Munshi Buldeo Sahai.

The services of the gentlemen noticed at para. 77 of the Director's Report, other than those whose names are included in the above list, will be suitably acknowledged, on behalf of the Lieutenant Governor, by the Commissioners of the Divisions in which they are resident or employed.

14.—In conclusion, the Lieutenant Governor desires to acknowledge the efficient manner in which Major Fuller has administered the important department under his control, and the readiness with which he has given effect to the wishes of the Government.

By order &c.

(*Signed*) **T. H. THORNTON,**

Secretary to Government,

Punjab.

No. 414.

Order.

Ordered that a copy of the above remarks be forwarded to Major A. R. Fuller, Director of Public Instruction, Punjab.

By order &c.

T. H. THORNTON,

Secretary to Government.

PUNJAB.

LAHORE,

The 30th October 1866.

REPORT

ON

POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES,

BY

Major A. R. FULLER, R. A.,

FOR THE YEAR 1865-66.

[*Submitted to Government under cover of Director's No.* 213 *dated* 6*th July* 1866.]

BUDGET PROVISION for 1865-66.

1.—THE aggregate Budget provision from Imperial Revenue, for the Department under my control, has been Rupees 5,05,937 during 1865-66, as compared with Rupees 4,51,570 during 1864-65, (*see* para. 1 of my printed Report for that year). The detail of this aggregate is as follows:—By Supreme Government's No. 1,870 dated 1st April 1865 in the Financial Department, Rupees 4,91,200 were assigned to the Punjab for Education, Science, and Art, when the General Budget allotments of the Empire were made for 1865 66. This sum included Rupees 50,273 for the Lahore Medical School, and Rupees 2,400 for the Botanical Gardens, leaving Rupees 4,38,527 to be administered by the Director of Public Instruction.

Subsequently in the course of the year, other amounts as noted below, were passed in addition, for purposes for which provision had not been originally made, viz.—

Amount.	PURPOSE.	No. and date of Supreme Government Order.
Rs. 3,000	Noorpore Zillah School, ...	No. 859 dated 19th June 1865.
„ 4,050	Peshawur Ditto, ...	No. 912 dated 20th ditto.
„ 13,600	Lahore and Delhie Colleges, the amount having been originally retrenched by Supreme Government by mistake, ...	No. 2,517 dated 20th ditto.
„ 5,540	Grants-in-aid, the original assignment being inadequate to cover the cost of Grants already sanctioned, ...	No. 1,717 dated 4th Augt. 1865.
„ 17,220	Chief School Mohurrirs, ...	No. 200 dated 21st ditto.
„ 24,000	Government Central Book Depôt, ...	No. 3,513 dated 16th Decr. 1865.
„ 67,410	Total of Supplementary Grants.	

The funds from the Imperial Revenue then, which have been placed at my disposal during 1865-66, have been Rupees 4,38,527 + 67,410 = Rs. 5,05,937.

Expenditure from Imperial Revenue during 1865-66.

2.—The aggregate Expenditure of the Department under the control of the Director Public Instruction, for 1865-66, has been Rupees 4,84,070, as compared with Rupees 4,14,754 during 1864-65 (*see* para. 1 of my printed Report for that year.) A saving of Rupees 21,867 has occurred on the Budget of 1865-66, provision having been made for Rupees 5,05,937, while the actual expenditure has been only Rupees 4,84,070 as shewn above.

Inspectors of Schools,	...	12,600
Principals and Professors of Government Colleges,	...	3,856
Vernacular Schools,	...	5,400
		21,856

The principal items in which this saving has accrued, are the salaries detailed in the margin.

Transfer of certain charges from Educational Cess Fund to Imperial Revenue.

3.—The several charges mentioned in para. 2 of my last Annual Report, as defrayed from Educational Cess Fund have now, under orders of the Supreme Government received in the course of 1865-66, been finally transferred to Imperial Revenues.

SECTION I.—CONTROLLING AGENCIES,

WITH GENERAL FINANCIAL STATISTICS.

A.—INSPECTION.

Changes in the Statistics of Inspecting Officers and their Circles.

4.—For convenience of inspection, the District of Mozuffurgurh has been transferred during the year under review, from the Lahore to the Frontier Circle; and as the opening of a Zillah School at Peshawur makes that Station the most important one in point of Education, and it has the additional advantage of greater accessibility than any other on the Frontier, the Head Quarters of that Circle has been fixed there, instead of at Dera Ismail Khan. As these changes slightly alter the Statistics given in my printed Reports for the two previous years, as to the territorial limits of the Circles, I append a return giving them as they now stand, with details of the several grades of Inspecting Officers, and the number in each grade, paid respectively from Imperial Revenues and from Educational Cess Fund; also the Districts, area, population, and number of Schools and Scholars comprized in each Circle.

Grades and Salaries of Inspecting Officers paid from Imperial Revenue.

CIRCLE.	INSPECTOR.	NATIVE DEPUTY.
Amballa, ...	1 on 700 Rs. with Personal allowance of 100, .	1 on 100 Rs.
Lahore, ...	1 on 650 „ ...	1 on 120 „
Rawul Pindee,	1 on 600 „ ...	1 on 80 „
Frontier, ...	1 on 500 „ ..	1 on 80 „
	4 on an average salary of Rs. 637.	4 on an average salary of Rs. 95.

Grades and salaries of sub-Inspecting Officers paid from Imperial Revenue.

Amballa Circle.	Salary P. M.	Lahore Circle.	Salary P. M	Rawul Pindee Circle.	Salary P. M	Frontier Circle.	Salary P. M	Total P. M.
Amballa, ...	80	Jullundur, ...	50	Rawul Pindee,	60	Dera I. Khan,	35	
Loodhiana,	60	Hooshiarpore,	60	Jhelum, .	50	Dera G. Khan,	30	
Sirsa, ...	30	Kangra, ..	40	Goojerat, .	50	Bunnoo, ..	30	
Delhie, ..	60	Amritsur, ..	80	Shahpore, .	40	Peshawur, ..	40	
Goorgaon, .	70	Goordaspore, ..	70	Sealkote, .	60	Mozuffergurh,	30	
Kurnal, ..	70	Lahore, ...	50	Goojranwalla,	60			
Hissar, ..	40	Ferozepore, ...	40	Jhung,	35			
Rohtuck, ...	50	Mooltan, ..	35					
		Googaira, .	30					
Total, ..	460	Total, ..	455	Total, ..	355	Total, ...	165	1,435

Names of Districts; Area, population, and No. of Schools and Scholars in each Circle of Inspection.

	Amballa Circle.	Lahore Circle.	Rawul Pindee Circle.	Frontier Circle.
	1 Amballa, ...	1 Jullundur, ...	1 Rawul Pindee,	1 Dera I. Khan.
	2 Loodhiana,	2 Hooshiarpore,	2 Jhelum, ...	2 Dera G. Khan.
	3 Simla, ...	3 Kangra, ...	3 Goojerat, ...	3 Bunnoo.
	4 Delhie, ...	4 Amritsur, ...	4 Shahpore, ...	4 Peshawur.
	5 Goorgaon, ...	5 Goordaspore,	5 Sealkote, ...	5 Kohat.
	6 Kurnal, ...	6 Lahore, ...	6 Goojranwalla,	6 Huzara.
	7 Hissar, ...	7 Ferozepore, ..	7 Jhung, ...	7 Mozuffargurh.
	8 Rohtuck, ...	8 Mooltan, ...		
	9 Sirsa, ...	9 Googaira, ...		
Total of Districts, ...	9	9	7	7
Area in square miles,	17,847	27,965	27,381	27,213
Population, ..	39,75,834	57,80,155	30,18,258	20,20,870
Number of Schools,	679	1,434	653	212
Number of Scholars,	24,919	45,376	25,085	7,035

Changes among Inspectors of Schools

5.—The only change that has taken place during 1865-66 in the charge of Circles, has been that Lieutenant R. S. Armstrong was transferred from the Rawul Pindee Inspectorship to the Punjab Commission in June 1865, and I took up the duties of the post temporarily, as no other Officer could be made available at the time without detriment to the public service. In the latter part of November 1865, Mr. C. Pearson, M. A., late Officiating Inspector in the North Western Provinces, arrived and took up the vacant appointment permanently. Mr. Pearson received his education at Charter-house and Cambridge, and has had some 4 years experience in the Educational Department of the North Western Provinces, as Professor and Principal in a Government College, and as an Inspector of Schools. He has a very fair knowledge of Urdu, and during the time he has been at work here, has shewn himself admirably fitted for the duties entrusted to him. The merits of the other Inspectors are well known to the Hon'ble the Lieutenant Governor, and have been fully described by me in former reports. All four Deputy Inspectors are favorably mentioned by the Inspectors in their Annual Reports.

B.—FINANCIAL AND GENERAL STATISTICS.

Actual expenditure how distributed.

6.—The actual expenditure on Education during 1865-66 has been as follows :—

Charges.	Expenditure during 1865-66.	
	From Imperial Revenue.	*From Local Funds.*
Direction and its subsidiary charges, ...	* 1,04,528	...
Inspection and ditto, ...	61,830	11,515
Instruction, ...	3,17,713	2,52,394
Total Rupees, ...	4,84,071	2,63,909

* Of this Rupees 53,239 were expended on the Book Depôt, which returned to Government Rs. 40,000; so that Direction &c., without the cost of the Depôt, only comes to Rupees 51,289.

Abstract of General and Financial Statistics.

7.—I append the comparative abstract of the General and Financial statistics in the usual tabular form :—

Description of Institutions.		No. of institutions.	No. of Scholars on the rolls at the close of 1865-66.	No. of Scholars attending daily on an average during 1865-66.	Aggregate expenditure from all Sources.	Chargeable to Imperial Revenue.	Chargeable to one per cent Educational Cess Fund.	Annual cost of educating each pupil. Total cost.			Cost to Government.		
1 Government Colleges, ..	1864-65.	2	31	21	30,314	29,932	...	1,414	15	8	1,425	5	9
	1865-66.	2	36	29	35,244	33,824	...	1,215	5	1	1,166	5	7
2 Govt. Zillah Schools, ...	1864-65.	23	7,302	5,821	1,28,875	1,03,243	5,465	22	2	2	17	11	9
	1865-66.	24	8,140	6,610	1,51,693	1,21,788	7,658	22	15	1	18	6	9
3 Govt. Town Schools, ...	1864-65.	70	6,460	5,470	30,581	21,459	7,849	5	9	5	3	14	9
	1865-66.	71	6,999	5,852	32,004	19,924	10,750	5	7	6	3	6	5
4 Govt. Village Schools, ...	1864-65.	1,715	52,917	44,274	1,72,130	4,883	1,62,004	3	14	2	...	1	9
	1865-66.	1,746	55,593	45,073	1,71,366	22,724	1,43,977	3	12	9	...	10	3
5 Govt. Female Schools, ...	1864-65.	272	5,530	4,260	18,986	225	18,761	4	7	3	...	.	10
	1865-66.	333	6,834	5,363	24,181	10,487	13,619	4	8	1	...	1	5
6 Govt. Jail Schools, ...	1864-65	22	4,460	3,882	2,466	306	75	...	10	1	...	1	3
	1865-66.	22	4,780	4,385	2,786	150	13	...	9	7	...	.	6
7 Aided Colleges ...	1864-65.	2	16	12	3,181	1,259	...	265	2	6	14	12	10
	1865-66.	1	15	12	4,200	447	...	350		.	37	4	5
8 Aided Superior Schools, ...	1864-65.	17	4,063	3,207	1,04,620	66,766	...	32	9	11	20	13	1
	1865-66.	18	5,297	4,061	1,33,668	54,363	...	32	11	7	13	13	7
9 Aided Middle Class Schools,	1864-65.	52	1,153	936	26,486	12,384	...	28	4	9	13	5	8
	1865-66.	52	1,515	1,267	30,900	14,087	...	24	6	2	11	1	10
10 Aided Inferior Schools, ...	1864-65.	1	21	8	120	60	...	15	.		7	8	...
	1865-66.	3	108	84	582	319	...	6	14	1	3	12	8
11 Aided Female Schools, ...	1864-65.	411	9,713	8,002	36,228	21,251	...	4	8	5	2	10	5
	1865-66.	696	12,727	11,063	41,596	22,211	2,889	3	12	2	2	..	..
12 Govt Normal Schools, ...	1864-65.	7	322	297	34,156	14,197	19,884	115	.		47	12	9
	1865-66.	7	294	269	31,427	15,287	16,071	116	13	3	56	13	3
13 Aided Normal Schools, ...	1864-65.	1	23	23	1,365	825	...	59	5	11	35	13	11
	1865-66.	3	80	68	4,255	2,100	...	62	9	3	30	14	1
14 General Estabts &c	1864-65.	...	...	...	1,57,605	1,37,969	19,636	...	.	..	...	.	...
	1865-66.	...	...	...	1,77,873	1,66,359	11,514	...	.	.	...	.	..
15 Educational buildings,...	1864-65.	...	...	...	41,838	...	41,838	...	.	..	...	.	..
	1865-66.	...	...	...	25,009	...	25,009	...	..	.	...	..	...
Total, ...	1864-65.	2,625	92,011	76,213	7,88,981	4,14,759	2,75,512	...	.	.	...	.	...
	1865-66.	2,978	1,02,418	84,136	8,66,765	4,84,070	2,31,491	...	.		...	..	...

Increase of Schools and scholars.

8.—The total number of Schools connected with Government has increased during the year by 353, that of scholars by 10,407, and the average daily attendance by 7,923. This increase has occurred mainly, as it did during the previous year, among Female Schools; those directly under Government control having risen in number from 272 to 333, and those aided by Government from 411 to 696. The number of girls in daily attendance in them are now 5,363 and 11,063 respectively.

Detailed distribution of expenditure.

9.—The aggregate expenditure from all sources has also increased by Rs. 77,784 over that of the previous year; of which in round numbers, 18,000 Rs. are due to increased charges of the Book Depôt for purchase of stock. The cost of Zillah Schools is nearly 23,000 Rs. more; of Colleges 5,000, and of Government Female Schools 5,000 and upwards. The rest of the increased expenditure has been chiefly on Aided Schools; those of a superior grade having

spent 29,000 more than in the preceding year; those of the middle class about 4,500; and Female Schools upwards of 5,000. Lastly, nearly 17,000 Rs. less than before have been laid out on Educational Buildings, the amount having been limited to Rupees 25,000. Of the aggregate expenditure, Rs. 4,84,070 as stated in para. 2, have been obtained from Imperial Revenue, and 2,31,491 from the Educational Cess Fund; being 44,021 less than in the previous year. The balance of Rs. 1,51,204 represents the amount spent from purely private sources on the several Aided Institutions. * This contrasts favorably with Rs. 98,710, the amount so spent in 1864 65.

* Viz Rs 1,18,781: and that on Government Institutions from similar sources, such as endowments, subscriptions, and donations, and tuition fees—viz. Rs. 32,423.

Cost of Education in different kinds of Institutions.

COLLEGES.

10.—The annual cost of Education per head in Government Colleges, is a little lower, viz. Rupees 1,215; but still exceptionally high, especially when compared with the rate shewn in Aided Colleges, partly for the reasons stated in para. 15 of my printed Annual Report for 1864-65; and partly owing to the loss of students at Lahore, and the miserably low average of daily attendance among those who nominally belong to that College. I regret, that as yet no suitable arrangements have been made for Scholarships, or stipends of some kind to matriculated Students; but a scheme has been put forward, and is under the consideration of Government.

Schools of the Higher Class.

11.—The cost of Education in Government Zillah Schools remains almost the same as before; viz. under 23 Rupees. The rate for Superior Aided Schools of the same class is shewn as 33 Rupees per annum; but a reference to Statement No. V in the Appendix, will shew that 3 of the Institutions being for children of European parentage, are far more expensive than the others. If these be struck out, there remain 15 Schools with an average daily attendance of 3,896, a total expenditure of Rupees 74,326, and a cost to Government of Rupees 27,728. The rate from these figures will be found to be about 19 Rupees per head on the whole, of which only 7 Rupees falls upon Government.

Schools of the Middle Class.

12.—In the case of Government and Aided Schools of the Middle Class, the whole cost of Education at the former—viz. Rupees 517-6, is far lower than in the latter, where it is Rupees 24-6-2. The reason of this is, that the Aided Schools of this class consist almost entirely of Anglo-Vernacular or Elementary English Schools, which though of a low standard, are necessarily more expensive than the Government Schools of the same class, which are purely Vernacular; and have as a rule, a far larger attendance per School, which materially reduces the rate.

Schools of the Lower Class.

13.—In the case of Schools of the Lower Class, the rate for Government Village Schools is calculated on a very large number; while that for Aided ones is calculated on 3 only, which are not on an average so flourishing. Hence the cost of Education at Government Schools of this Class, stands at Rupees 3-12-9, while at Aided Schools of the same Class, it is Rs. 6-14-1, of which Rs. 3-12-8 falls on Government. I gave explanation to the above effect, with respect to the Statistics of this kind for 1864-65, in my No. 338 dated 1st November 1865; and His Honor justly remarked in reply, that is was "perhaps a question whether a classification which brings Anglo-Ver-

"nacular and purely Vernacular Schools of a certain grade, within the same category, is a cor-
"rect one". As the grades of Schools have been limited, by instructions from the Supreme Government in the Home Department, dated 25th February 1864, to 3—viz. Higher, Middle and Lower—I am afraid I cannot alter the classification for the better; and so pending receipt of further instructions, I have left it as it originally stood.

Normal Schools.

14.—The cost of Education in Government Normal Schools is much the same as usual—viz. Rupees 116; and I see no prospect of reducing it, although the object is kept constantly in view both by the Inspectors and myself. It will be long, I fear, before the emoluments of the mass of Vernacular Teachers can be raised sufficiently to induce non-stipendiary candidates for such employment to attend our Normal Schools in any large numbers; and, except in a few cases, Deputy Commissioners still find it impossible to induce suitable men to go to the Normal Schools, on stipends under Rupees 5 per mensem. The cost of Education per head, in Aided Normal Schools, is Rupees 62, calculated on the average of 3 such Schools, all of which are for training Native Female Teachers. The women under instruction have not to leave their own homes it must be remembered, and hence are contented with small stipends, which keeps down the expenditure considerably.

Fees.

15.—The amount collected in fees, continues to increase favorably at Government Colleges and Zillah Schools; but at the Vernacular Schools, both of the Town and Village grade, there has been some decline. Indeference to the views and wishes of some District Officers, who are of opinion that the collection of fees could not be carried out as strictly as before in certain parts of their Districts, without an amount of official pressure that was detrimental to the interests of Education, I have not urged them to enforce the rules for the levy of fees so strongly, or so frequently as before, when from the Monthly Returns I observed they were falling off in Vernacular Schools. I have thought it preferable to leave the matter a good deal to the discretion of District Officers themselves. The following table gives all particulars about the fees collected in 1865-66, and four previous years :—

Fees Levied at	1861-62	1862-63.	1863-64	1864-65.	1865-66.
Government Colleges, ...	...	...	42	412	532
Government Zillah Schools, ...	4,369	4,690	7,267	* 10,466	11,264
Government Town Schools, ...	1,208	1,093	1,233	1,273	1,330
Government Village Schools, ...	2,618	3,636	3,997	4,082	3,782
Total Rupees, ...	8,195	9,419	12,539	16,233	16,908

N. B.—* Should have been Rupees 10,182 owing to an error of Rs. 284 in the Amritsar Zillah School.

SECTIONS II. AND III.

UNIVERSITIES AND GOVERNMENT COLLEGES.

Statement of attendance &c. at Govt. Colleges.

16.—The Tabular Statement of attendance, &c., at Government Colleges, as prescribed by the Supreme Government, stands thus :—

		General Education.	
		Lahore.	Delhie.
Number of Institutions,	...	1	1
Number on the rolls during 1865-66,	...	12	24
Average daily attendance,	...	8	21
Total Expenditure, From Imperial Revenue,	...	18,635	15,188
Total Expenditure, From Local Funds,	...	174	1,246

Statement of Annual results of University Examinations.

17.—The prescribed Statement of the results of the Calcutta University Examinations for all Educational Institutions in the Punjab, is as follows :—

Years.		First Arts Examination.			Entrance Examination.		
		No. of candidates.	Passed. From Govt Institutions.	Passed. From Private Institutions.	No. of Candidates.	Passed. From Govt. Institutions.	Passed. From Private Institutions.
1861-62,	..	...	...	...	10	(a) 1	1
1862-63,	...	...	...	...	12	7	1
1863-64,	...	...	...	...	35	(a) 15	10
1864-65,	...	...	...	...	43	(b) 15	16
1865-66,	...	20	5	5	75	(a) 15	8

(a)—Including one School Master. (b)—Including two School Masters.

Details of above results for 1865-66.

18.—The details of the results for 1865-66 are given as usual in the subjoined tables:—

First Arts Examination—December 1865.

Names of Institutions.		No. of candidates.	Passed in First Division.	Passed in 2nd Division.	Failed in English.	Failed in 2nd Language.	Failed in History.	Failed in Mathematics.	Failed in Mental & Moral Philosophy.
Government College, Lahore,	...	4	...	2	2	...	1	...	1
Ditto Delhie,	...	8	...	3	5	...	3	4	3
College Department American Preb: Mission School, Lahore,	...	8	1	4	3	2	1	3	...
Total,	...	20	1	9	10	2	5	7	4

Entrance Examination—December 1865.

NAMES OF INSTITUTIONS.	No. of candidates	Passed in		Failed in			
		1st Division	2nd Division	English.	2nd Language	History.	Mathematics
GOVERNMENT ZILLAH SCHOOLS.							
Lahore, ..	8	...	1	5	...	3	3
Delhi, ..	13	...	9	4	...	2	3
Amritsur, ...	9	...	3	6	3	5	4
Goojerat, ...	3	1	...	1	...	2	...
Mooltan, ...	5	...	...	4	2	4	4
PRIVATE AIDED SCHOOLS.							
Lahore Mission, ...	6	...	1	5	3	1	4
Amritsur Do. ...	6	...	2	3	2	1	4
Jullundur Do. ...	4	...	1	2	2	...	1
Loodianah Do. ...	3	...	2	1	1	1	1
Delhie Do. ...	14	...	2	12	5	4	9
Lahore Adult, ..	1	...	...	1	* 1	...	1
Teachers,	3	...	1	1	...	1	1
TOTAL, ...	75	1	22	45	19	24	35

* Educated and employed in Government Schools.

Review of results of First Examination in Arts held December 1865.

19.—It will be observed from the above, that there were 20 candidates for the first time from the Punjab, for the First Examination in Arts held last December; and that ten out of twenty, or exactly one-half, were successful—1 passing in the 1st, and the rest in the 2nd Division. The College Department of the Lahore Mission School carried off the palm at this Examination—by passing 5 out of 8, and sending up the only man who gained a place in the 1st Division. All who failed, it will be seen, were deficient in English. The next great stumbling-block was Mathematics, and then History. Lastly, failure in Urdu, the 2nd language, which was taken up by all on that occasion, is restricted to the Mission School; and failure in Mental and Moral Science, to the Government Colleges.

Review of results of Entrance Examination of the Calcutta University held December 1865.

20.—Out of 75 candidates for matriculation, only 23 were successful, and but 1 gained a place in the 1st Division. This, at first sight seems most discouraging; but the fact is, that the standard of the Examination was pitched much higher than usual: so much so, that out of some 1,500

candidates altogether from Bengal, the North Western Provinces, and the Punjab, only about 1 in 3 contrived to matriculate. Our proportion of success is only a very little, therefore, below the general average; and the result is consequently far less discouraging in reality than might be imagined. The Zillah School attached to the Delhi Government College, particularly distinguished itself at this Entrance Examination, by passing 9 out of 13. The Zillah Schools at Goojerat and Mooltan made their first appearance on this occasion in the list of those sending up candidates for matriculation; and the former has the credit of passing the only boy, who gained a place in the 1st Division. All the other Schools, especially the Delhi Mission one, were extremely unfortunate. Of the failures—there were 45 out of 52 in English, 35 in Mathematics, 24 in History, and 19 in Urdu. The mass of the failures in Urdu, it will again be seen, occur in the Mission Schools. Most of the scholars who failed, have not been disheartened; but are I am glad to say, continuing their studies, and will re-appear for Examination next December; so that the number of candidates for matriculation is likely to be very large; and, after last year's example, it is to be hoped they will come up prepared to pass by a higher standard than in former years.

Lahore Government College, its Educational Staff.

21.—LAHORE GOVERNMENT COLLEGE.

Principal,—G. W. LEITNER, M. A., PH. D.

Professor of Mathematics,—W. H. CRANK.

Assistant Professor of Arabic,—MOULAVI ALAMDAR HUSSAN.

This College has been throughout the year, under the care of the Principal and Staff shewn above, assisted to a large extent, by Messrs. Beddy and Thompson, the Head and 2nd Masters of the Zillah School attached. The gentlemen last named deserve special credit for matriculating a European student, who took up Latin as his 2nd language, and was utterly unacquainted with it at the commencement of the Annual session. This was only accomplished by their working with the student at Latin out of the ordinary School hours very frequently.

Its attendance, classification, &c.

22.—The number of students have declined from 16 to 12, of whom 2 are in their 3rd, 6 in their 2nd, and 4 in their 1st year of College studies; and I am afraid even this small number will further decrease before the next University Examinations are held. The annual cost of education has, owing to the decline of attendance, risen from Rs. 1,606 to Rs. 2,351. It is clear that the College is scarcely as useful and popular as it should be. Doctor Leitner's Report on the College and Schools attached to it, is appended in original; and can be consulted for further particulars.

Its Zillah School and Branches attached.

23.—The Zillah School keeps up its position fairly, though its numbers also have somewhat fallen off. The number of scholars in its first four classes are 17, 12, 10, and 12 respectively. The Branch Schools maintain their numbers, and are doing some good; but they do not thrive as well as they do elsewhere under active and judicious management.

Delhi Government College; its Educational Staff.

24.—DELHI GOVERNMENT COLLEGE.

Principal,—E. WILLMOT, B. A.

Professor,—W. JARDINE, M. A., L. L. B.—*Barrister-at-law.*

Assistant Professor of Arabic,—MOULAVI ZIAU-D-DEEN.

In consequence of Mr. Willmot's accident, referred to in para. 23 of my last Annual Report, he was obliged to take sick leave from the close of the long vacation in June, to the beginning of October. Mr. Cooke, Head Master of the Zillah School attached to the College, officiated as Principal during his absence; and the Revd. J. Mathews, Chaplain of Delhie, as Officiating Professor. When Mr. Willmot rejoined, Mr. Cooke resumed the Officiating post of Professor, and held it until relieved by the permanent incumbent, Mr. Jardine, who was appointed by Her Majesty's Secretary of State in England, and arrived at Delhi towards the close of March 1866. The main credit of the work done during 1865-66 thus rests with Mr. Willmot and Mr. Cooke, though the services of the Revd. J. Mathews, at a time when the College was particularly short-handed, were most acceptable and valuable. Some able assistance was also obtained for the College from Mr. Doran, Officiating Head Master of the Zillah School attached, to whom also must be ascribed the credit of bringing up so many scholars successfully to the high standard of matriculation required last December. Professor Jardine has entered on his duties with much spirit, and is a valuable acquisition to the College. I regret much, however, that we shall lose the services of Mr. Cooke, who—as the long-expected 2nd Professorship has not been allowed this year,—would have had to revert from the Officiating 1st Professorship which he has held so long, to the Head Mastership of the Zillah School; had he not received an offer of a higher post in the Educational Department of the North Western Provinces. His promotion has been well earned, and I am only sorry that there was no opportunity of giving it to him in the Department here.

Changes in its Zillah School Staff.

25.—Mr. Millett, the 2nd Master of the Delhie Zillah School, was transferred in July as Head Master of a new Zillah School opened at Peshawur. The vacancy at Delhie has been temporarily filled up by Sagur Chund, B. A. Munshee Piyara Lall has also been brought permanently on the strength of the Zillah School in lieu of Wazir Alli deceased, and is a valuable assistant, from his good knowledge of both English and Urdu, and his ability as a translator.

Delhie College attendance, classification, &c.

26.—The arrangement under which students from St. Stephen's College, belonging to the S. P. G. Mission at Delhie, continue their studies after matriculation in the Government College, still continues; the only two youths who matriculated from that Institution in December last, having joined the Government College from the beginning of the next session. The number of College students at Delhie has risen from 15 to 24, of whom 2 are in their 3rd, 11 in their 2nd, and 11 in their 1st year of College studies. The annual cost of Education has consequently fallen from Rs. 1,298 to Rs. 782. The College is, in my opinion, making very satisfactory progress; and promises, in another couple of

years, to be far a head of all others in Northern India. It already has more students than any College in the North Western Provinces.

Delhie Zillah School and Branches attached.

27.—The Zillah School is in capital order, and its first four classes contain 27, 22, 26, and 36 pupils respectively. The Branch Schools are also well looked after by the Principal and his Staff, as well as by several of the Patrons, among whom I must again mention Lallah Wazir Singh, Lallah Sahib Singh, Maulavi Ziau-d-din, and Deputy Vilaiyat Hussen, as particularly conspicuous for their exertions. These Branches are very fairly fulfilling their object of feeding the Zillah School. For further particulars, I beg to refer to Mr. Willmot's report, and its enclosure from Mr. Doran.

Sports and Games at both Colleges.

28.—English games and athletic sports are fairly kept up at both Colleges, especially during the cold season. Mr. Doran at Delhie, and Mr. Thompson at Lahore, take an active interest in these matters.

Societies for debating and Essay writing.

29.—The Societies for debating and Essay writing have not, I am afraid, exhibited quite so much vitality of late; but they are still in existence, and may flourish eventually, as the number and acquirements of the students improve.

Punjab Educational Magazine.

30.—The *Punjab Educational Magazine,* conducted by Dr. Leitner at Lahore must, I think, be considered defunct. The last number that has appeared is for December 1865. I have reported on the subject to Government, in a separate communication, and need say nothing more in this place.

2nd Professor in each College not sanctioned at present.

31.—The Principals both allude to their being greatly in want of further assistance in teaching the three Classes they each have to deal with. It has been ruled, however, that the 2nd Professor for each College mentioned in para. 30 of my last Annual Report, shall not be given this year; so it only remains for them to do the best they can with the aid of the single Professor allowed to each.

Scheme of Studies for Government Colleges.

32.—The College Scheme of studies has been extended, so as to embrace the subjects for the 3rd year classes; and has been amended in some parts, where experience has shewn the necessity for it.

Half-yearly Examinations of Colleges.

33.—Half-yearly Examinations of both Colleges were duly held as usual, chiefly by independent Examiners; and the results were fully reported at the time to Government. The following gentlemen fulfilled the duties of Examiners on these occasions :—

Majors Mercer and Fuller, R. A., and Revd. J. Lewin, M. A., in English; Majors Maxwell and Fuller in Urdoo and Arabic ;—Mr. C. Roe, B. A., in History and Geography; Revd. J. Kilbee Stuart, M. A., in Mathematics, and Mr. W. T. Lindsay, B. A., in Mental and Moral Science.

34.—With regard to College buildings, no advance has been made since the date of my last Annual Report (*see* its para. 34,) except that the Delhie Institute is now in a more finished state; but a strong local opposition has arisen to the College being lodged in that building at all, and two of the rooms, originally assigned for it, have not yet been made over to it. The delay in commencing building operations at Lahore, still continues. The subject appears to have attracted the attention of the Supreme Government (*see* orders on the Public Works Budget of 1866-67, para. 8,) and I have addressed reminders to the Public Works Secretary as usual.

Want of proper College buildings.

SECTION IV.

GOVERNMENT SCHOOLS.

Statement of attendance, &c.

35.—The prescribed Statement stands thus:—

Description of Institutions.	No. of Institutions.	No. on the rolls during 1865-66.	Average daily attendance.	Total expenditure. From Imperial Funds.	Total expenditure. From Local Funds.
Schools of the Higher class.	24	8140	6610	1,21,788	29,894
Ditto Middle class, ...	71	6999	5852	19,924	12,080
Ditto Lower class, ...	1746	55,593	45,078	22,724	1,48,641
Female Schools, ...	333	6834	5363	10,487	13,694
Jail Schools, ...	22	4780	4385	150	2,636
Normal Schools, ...	7	294	269	15,227	16,140
Total, ...	2,203	82,640	67,552	1,90,360	2,23,085

A.—GOVERNMENT ZILLAH SCHOOLS.

36.—There are now 24 Zillah Schools, a new one having been opened at Peshawur early in the year under review. The number of Scholars still continues to increase, being now 8,140 as compared with 7,302 last year; while the average daily attendance has risen from 5,821 to 6,610. The number learning English has in like manner, risen from 5,665 to 6,022; and Urdu Scholars from 5,328 to 6,873. The proportion of Mahomedans to Hindoos in these Schools is improving, their respective number being now 5,926 and 1,874, as compared with 5,590 and 1,381 at the close of 1864-65. The amount levied in fees has advanced from Rupees 10,182 to Rupees 11,264. The annual cost of Education per head is only a few annas higher than before, being just under 23 Rupees.

Zillah Schools.* General Statistics, &c.

37.—The Branch School system continues to work well at most places, and the Local Committees of Public Instruction at the following; viz.—Delhi, Jhujjur, Kurnaul, Hooshiarpoor, Noorpore, Ferozepore, and Rahoon, deserve considerable credit for their renewed or sus-

Extension and consolidation of Branches, and co-operation of Local Committees Public Instruction.

tained interest in the progress of these Institutions, and of the Zillah Schools with which they are connected.

Progress in study, &c.

38.—The following Tabular Statement will shew that the boys in Zillah Schools are steadily pushing up from the lower to the higher Classes, and that the supply of candidates for University matriculation must go on rising from year to year. Among the first 3 Classes it will be observed, that there are from 20 to 29 boys more in each than at the close of 1864-65 :—

At the close of	Classes.										
	1st	2nd.	3rd.	4th.	5th	6th.	7th.	8th.	9th.	10th.	Total.
1864-65,	58	40	84	132	156	214	335	521	931	4,827	7,302
1865-66,	87	60	107	137	168	264	328	422	1,039	5,650	8 262

Want of funds felt to meet the increasing requirements of Zillah Schools.

39.—The considerable advance in the quality of the Education given at Zillah Schools, which is indicated in the above, necessitates an increase of classes in several places; and, as a natural consequence, additional teachers. But to meet the cost of these, and of placing Branch Schools on a thoroughly efficient footing; and of giving Scholarships to boys transferred from an inferior to a superior School, extra funds are very much needed, and will shortly be applied for.

English Games and manly sports.

40.—The physical as well as the mental condition of the boys at Zillah Schools, receives as much attention as is possible; and wherever there are European Head Masters, something is generally done towards introducing or keeping up English games and manly sports of some kind or other. Mr. Kirkpatrick at Hooshiarpore, and Mr. Baker at Noorpore, have been the most successful as yet in this respect.

Half-yearly Examinations.

41.—The usual Half-yearly Examinations, as detailed in para. 42 of my last Report, were duly held, and the results reported to Government at the time. The annual Law Examination held last January, was not so successful as on previous occasions; but the results of the others were generally speaking satisfactory.

Educational Durbars, &c.

42.—Several Educational Durbars took place during the year under review, and will be found described in Inspector's Reports, which are appended in original.

Notice of the principal Masters of Zillah Schools.

43.—In addition to the principal Masters in the Lahore and Delhie Zillah Schools who have been already mentioned, the following continue to deserve great credit for their excellent services;—viz. Mr. W. T. Lindsay, B. A, of Umritsur; Mr. Millett of Peshawur; Mr. J. D. Staines of Mooltan, Mr. Kirkpatrick of Hooshearpoor; and Mr. Buchanan of Goojerat. Favor-

able notice has been taken of many Junior Masters by Principals of Colleges and Inspectors of Schools in their Reports, which will be found in the Appendix.

(B.)—GOVERNMENT TOWN SCHOOLS.

General statistics.

44.—There are now 71 instead of 70 Schools of this class. The registered attendance has risen from 6,460 to 6,999, and the daily average from 5,470 to 5,852. The number learning English is now 1,107. The proportion previously existing between scholars of different sects has been but little changed, there being 4,717 Hindoos to 1,884 Mahomedans, and 398 Sikhs and others. The levy of fees at these Superior Vernacular Schools is carried out with considerable strictness, and the amount collected has risen from Rupees 1,273 to Rupees 1,330. The cost of Education is much the same as before, viz. Rs. 5 7-6, of which Rs. 3-6-5 falls upon Government.

General progress.

45.—Written examinations and periodical inspections have been held, as explained in para. 48 of my last Report, and the percentage of scholars in each class is shewn in the subjoined Table :—

Percentage of scholars at the close of	*Town School classes.*							
	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.
1864-65,	0	0·9	4·5	6·0	7·9	16·5	16·6	47·6
1865-66,	0·4	1·5	3·9	5·2	8.3	16·6	16·6	17·5

Pupil Teacher system continued and extended; but opening of Branches suspended.

46.—The pupil teacher system is being further extended in this class of schools; but the opening of Branches in connection with them has not been found feasible, for want of funds; and on account of the manifest injustice of spending more than is requisite for the support of one good Vernacular School in any Town, out of the Educational Cess Fund, which is levied from the whole agricultural population, and should be spent accordingly in spreading Elementary Education over the whole District, rather than in pushing it extensively in the most populous Towns only. This last object can be fully attained, as I have pointed out to the Inspector of the Amballa Circle, by aiding the best Indigenous Vernacular Schools in large towns under Art. XIV of the Revised Code of Grant-in-aid Regulations. In return for such support, the Indigenous teachers would no doubt do their best to carry out the views of the Civil and Educational authorities, and would send their best scholars to complete their studies at the Government Town Schools in their vicinity. The attention of all Deputy Commissioners and Inspectors of Schools will be again drawn to this subject, as soon as there are any available funds in the Grant-in-aid assignment for the year for meeting the cost of Grants-in-aid under Art. XIV of the Revised Code.

(C.)—GOVERNMENT VILLAGE SCHOOLS.

General statistics, &c.

47.—The number of these Schools remains at 1,746; but the attendance has improved—being 55,598 according to the register, and 45,073 according to the daily average, as compared with 52,917 and 44,274 in the previous year. There are 27,609 Hindoos to 21,982 Mahomedans, and 6,002 Sikhs and others. Those studying Urdu number 47,567, Persian 17,657; and Hindi 7,116; besides 415 who are acquiring the elements of English. The amount levied in fees has fallen somewhat from Rs. 4,082 to Rs. 3,782. The cost of Education is a trifle lower than before; viz, Rs. 3-12-9, of which only 0-10-3 falls upon Government.

General progress.

48.—For further particulars as to the condition of these Elementary Vernacular Schools, I beg to refer to the Inspector's Reports in the Appendix, as the state of Vernacular education differs so much in various Districts.

The percentage of scholars in each class stands as follows:—

Percentage of Scholars at the close of.	Village School Classes.							
	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.
1864-65,	0	0	0·7	2·1	6·3	16·4	20·2	51·3
1865-66,	0	0·1	0·7	2·1	7·0	15·7	19·9	54·7

Pushtoo cum Urdu Elementary book for Frontier Village Schools.

49.—The Urdu cum Pushtoo Vocabulary and Primer, mentioned in para. 52 of my last Report, have been prepared. The former has been published, and is just being brought into use. The latter is now in the press.

Vernacular School houses.

50.—In addition to 1,319 Vernacular School houses that were in existence at the close of 1864-65, 22 more have been erected during the year under review, at a cost of Rs. 2,688, the balance out of Rs. 25,000 having been spent on repairs.

(D.)—GOVERNMENT FEMALE SCHOOLS.

General statistics, &c.

51.—These have been increased in number from 272 to 333, chiefly in the Amballa Circle, where there are now 45 more; but the Rawul Pindee has also 10, and the Frontier Circle 6, additional ones. The number of girls has increased in like manner from 5,530; to 6,834 and their daily average of attendance from 4,260 to 5,363. In the Jullundur District the number of girls learning English has risen to 188; and there are besides, 5,170 reading Urdu, 1,668 Hindi, and 1,254 Persian. The cost of Education is Rs. 4-8-1 per head for the year; and though only 0-1-5 of this is shewn in Statement No. III B. to fall upon Government, it is noted that Rs. 10,000 expended from Educational Cess Fund on these Schools, were subsequently refunded in a lump sum from Imperial Revenues.

Of course it has been impossible to shew the distribution of this amount in the several Districts; but it raises the annual cost, to Government, of Education in these Schools, from 0-1-5 to Rupees 1-15-3.

For future details regarding this class of Schools, I beg to refer to the Inspectors' Reports in the Appendix.

E.—GOVERNMENT JAIL SCHOOLS.

General Statistics, &c.

52.—There are now 22 of these Schools, that at Loodhianah having been re-opened during the year under review, and added to the number existing at the close of 1864-65. The number of prisoners under instruction has risen from 4,460 to 4,780; and the average daily attendance from 3,882 to 4,385. Of these, 4,496 are learning Urdu; 280 Hindee; and 131 Persian. The study of English referred to in para. 56 of my last Annual Report, has been abolished; only 1 man being returned as studying it at Kangra. The excessive preponderance of Mahomedans over the other sects, has somewhat declined, their numbers being now 2,771 to 1,472 Hindoos, and 537 Sikhs and others. I have nothing to add to the remarks made in para. 57 of my last Annual Report on the condition and prospects of this Class of Schools.

SECTION V.

PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

General Statistics, &c.

53.—The prescribed Statement is as follows:—

Description of Institutions.	No. of Institutions.	No. on the rolls during 1865-66	Average daily attendance during 1865-66	Grants in aid given by Government	Expenditure from all sources other than grants-in-aid given by Government.
Colleges, ...	1	15	12	447	3,752
Schools of Higher class, ...	18	5,297	4,061	54,363	79,304
" of Middle Class, ...	52	1,515	1,267	14,087	16,812
" of Lower Class, ...	3	108	84	319	263
Female Schools, ...	696	12,727	11,063	25,100	16,495
Normal Schools, ...	3	80	68	2,100	2,155
	773	19,742	16,555	96,416	1,18,781

Private Colleges at Lahore and Amritsar.

54.—The College Department of the Lahore Mission School continues to flourish; but owing to the very small number of Scholars who matriculated last December, from that and other Mission Schools, there have not been many new admissions; and the attendance, which was 16 at the close of 1864-65,

is now only 15. Of these Students, 4 are in their 3rd year, 6 in their 2nd, and 5 in their 1st year of College study.

The College Department of the Church Mission School at Amritsur, referred to in para. 60 of my last Annual Report, has been broken, as the number of matriculated Students was so small, only 5; and those not all of the same year; so that they formed two Classes, and required more time and attention from superior Masters than could be afforded to them.

Changes in Grants-in-aid.

55.—The monthly cost of Grants-in-aid, exclusive of those of a fluctuating character, has been almost exactly the same during 1865 66 as in the previous year, viz. Rupees 6,293-8, instead of Rupees 6,291. There was no opportunity of increasing the amount, as the assignment was barely sufficient to cover the cost of existing grants; and all that could be done was to apply the funds obtained, on the abolition or reduction of old grants, to meet the most urgent applications for new or additional ones. Hence the following increases and decreases of regular monthly grants only were made:—

INCREASE.

Dera Ismail Khan Church Mission School, ...	Rupees	100	0	0 p. m.			
Meean Meer Cantonment Anglo-Vernacular School,	,,	20	0	0 p m.	120	0	0

DECREASE.

Lahore Adult English School, from 60 to 40 Rupees,	20	0	0	p.m.			
Bohutta Vernacular School, (Kangra District) abolished,	7	8	0	,,			
Mooltan City Female Schools abolished,	70	0	0	,,			
Madhopore Elementary English School, Do.	20	0	0	,,			
					117	8	0
Net increase,				Rs.	2	8	0

Total Expenditure on Grants-in-aid.

56.—The total amount disbursed on account of Grants-in-aid has been Rupees 93,523 from Imperial Revenue during 1865-66; as compared with 1,02,545 Rupees during the previous year; and Rupees 2,889 from the Educational Cess Fund. Of this last sum, Rupees 2,561 were advanced on account of additional Female Schools in the Rawul Pindee and Jhelum Districts, opened by Bedee Khem Singh, under Punjab G. O. No. 532 dated 11th December 1865; and will, it is hoped, be recovered eventually from Imperial Revenue during 1866-67. The assignment from Imperial Revenue for Grants-in-aid during 1865-66 only amounted to Rupees 89,268.

Revised Code of Grant-in-aid Regulations brought into operation.

57.—A revised Code of Grant-in-aid Regulations has come into operation during the year under review, a copy of which I propose putting in the Appendix of this Report, when printed. In accordance with the urgent instructions of the Supreme Government that these new Rules should be rigidly carried out, every care has been taken to secure strict conformity

with them from the Managers of all Aided Schools. Hence, wherever any sums were found to have been drawn, during 1865-66, in excess of the limit of the Government Grant, as laid down by Art. V. of the Revised Code, they have been recovered and credited to Government again. The expenditure from private sources has risen from Rupees 69,455 to Rupees 1,18,781, which is considerably more than Rupees 96,416, the sum obtained by Grants from Government; although as I explained in my No. 341 dated 3rd November 1865, some of these grants are special ones, as in the case of the Female Schools in the cities of Lahore and Umritsur, and those opened by Bedee Khem Singh in the Rawul Pindee and Jhelum Districts, and are given without requiring an equal amount to be raised from private sources.

(A)—PRIVATE SCHOOLS OF THE HIGHER CLASS.

General statistics, &c.

58.—There has been one addition to these; viz. at Dera Ismail Khan, where a good Anglo-Vernacular School has been opened in connection with the Church Missionary Society. The whole number of these Schools is consequently 18. The aggregate of scholars on the rolls has risen from 4,063 to 5,297: and the average daily attendance from 3,297 to 4,061. The increase is chiefly due, as before, to the extension of Branch Schools at Umballa and Lahore, Kangra, and Peshawur, and to the addition of the large attendance at Dera Ismail Khan. There are 3,451 Hindoo scholars to 1,488 Mahomedan; and of 358 of other sects; 165 are children of European parentage. The number learning English has risen from 3,355 to 4,277; while those reading Urdu amount to 3,119; Persian to 2,323, and Hindee to 615. On the cost of Education I say nothing, for the reasons stated in para. 64 of my last Annual Report; and because I have already discussed the subject sufficiently in para. 11 of this Report.

General progress.

59.—To the list of four Schools of this class, which had already furnished successful candidates for matriculation in previous years, Loodhiana, as I anticipated, has been added during the year under review; and will I trust continue to send up a few every year in future. For further details I would refer to the tabular Statement and Inspectors' Reports, which will be found in the Appendix.

(B.)—PRIVATE SCHOOLS OF THE MIDDLE CLASS.

General statistics, &c.

60.—The number of these Schools remains unchanged at 52, of which 40 are Elementary English Schools connected with Government Vernacular ones, but supported on the Grant-in-aid principle. The amount raised by Local subscriptions from Native residents, for the support of these 40 Schools, has increased from Rs. 7,660 to Rs. 9,959. The total number of boys on the register of the 52 Schools, has risen from 1,153 to 1,515; and the average daily attendance from 936 to 1,267. Of these, 1,067 are Hindoos, 354 Mahomedans, and 94 of other sects. Including Anglo-Vernacular Scholars of the Elementary English Schools, there are 2,454 reading English; 1,079 Urdu; 959 Persian, and 388 Hindee; but as those scholars have been already reckoned in the returns of the Government

Vernacular Schools to which the Elementary English ones are attached, perhaps these numbers should be reduced here to 914 for English, 653 for Urdu, 280 for Persian, and 278 for Hindee scholars.

I have nothing to add to the remarks on their condition and prospects, made in para. 67 of my last Annual Report.

(C.)—PRIVATE SCHOOLS OF THE LOWER CLASS.

INCLUDING INDIGENOUS VILLAGE SCHOOLS.

General statistics, &c. Proposed to assist these schools and good Indigenous Vernacular Schools generally under Art XIV of the Revised Code of Grant-in-aid Regulations.

61.—There are only 3 small Schools of this class in the Returns, which are scarcely worth noticing. One of them has been abolished. Art. XIV of the Revised Code of Grant-in-aid Regulations specially provides for Government aid being extended to good Indigenous Schools; and District Officers and Inspectors of Schools have been expressly requested to bring forward all deserving Schools that they can recommend for support, under the terms of that Article. If the necessary funds therefore are assigned during 1866-67, for meeting grants to Schools of this class, I trust we may be able to bring a considerable number of them under Government inspection; and endeavours will then be made to obtain some approximately correct statistics of them, and to shew the same in the Returns for the future.

(D.)—PRIVATE FEMALE SCHOOLS.

General statistics, &c.

62.—There are, as before, nine ordinary Aided Schools of this class, eight being connected with Missions, and one—the School for girls of European descent—at Anarkullee, Lahore. But the whole number is enlarged now to 606, instead of 411, as it was in the previous year, by the numerous Girls' Schools in receipt of grants, which are managed by native Local Committees, or started by Bedee Khem Singh. The number of Schools at the Cities of Lahore and Amritsur in particular, have increased greatly; viz from 103 and 94, to 173 and 288, respectively. The total number of girls on the rolls of all these Schools, has risen from 9,713, to 12,727; and the daily average from 8,002 to 11,063. Of these 8,352 are Hindoos, 4,161 Mahomedans, and 214 Sikhs and others. There are 109 learning English, 2,521 Urdu, 1,824 Persian, and 8,332 Hindee and Goormookhee.

INSTITUTIONS FOR SPECIAL OR PROFESSIONAL EDUCATION.

(A.)—GOVERNMENT NORMAL SCHOOLS.

General statistics, &c.

63.—All these remain in fair working order, and I have nothing to add to the remarks made on them in paras. 70—72 of my last Annual Report. They are 7 in number, and the attendance has been somewhat lower than before, especially at Delhie and Lahore. There are 294 students on the rolls at close of 1865-66, and the daily average for the year has been 269. There are 102 Hindoos to 177 Mahomedans, and 15 others. All learn Urdu, and the great majority, *i. e.* 242, Persian as well; 79 learn the rudiments of English,

and 17 Hindee. The cost of Education is much the same as usual, Rs. 116; and so is the amount raised in fees, &c. from non-stipendiary students—viz. Rs. 63.

General progress, &c.

64.—The number of Normal students who gained certificates of qualification, is much the same as in the previous year. The following Table shews all details:—

Circle of Inspection.	No. of Normal Students who have gained certificates.						
	As Town School Teachers.			*As Village School Teachers.*			Total.
	1st Grade.	2nd Grade.	3rd Grade.	1st Grade.	2nd Grade.	3rd Grade.	
Amballa Circle, ...	6	7	5	10	22	8	58
Lahore Circle, ..	4	5	8	7	19	31	74
Rawul Pindee Circle, ...	2	...	...	6	6	11	23
Frontier Circle, ...	1	4	2	3	3	9	22
Total, ..	13	16	15	26	48	59	177

The usual Statement will also be found in the Appendix, from which it appears that of 2,012 Teachers employed in Government Vernacular Schools, 1,417 have been to some Normal School; and, with the exception of 255 who failed to pass, have gained certificates of qualification of various grades. There are 166 now under instruction, and 429 who have still to be sent to a Training Institution.

(B.)—PRIVATE NORMAL SCHOOLS.

General statistics, &c

65.—There are now 3 of these, all for training Female Vernacular Teachers; for, in addition to the one in connection with S. P. G. Mission at Delhie, two under Native Committees at Lahore and Umritsur have been started, which are supported by a grant of 100 Rs. per mensem in all from His Highness the Raja of Kuppoorthullah, aided by an equivalent sum from Government. The number of women under instruction has been 80, and the daily average attendance 68. Of these 40 are Hindoos, and 40 Mahomedans; 40 learn Hindee or Goormookhee, 36 Urdu, and 12 Persian. The annual cost of Education per head, has been Rs. 62, of which Rs. 30-14-1 has fallen on Government.

SECTION VII.

SCHOLARSHIPS.

College Scholarships.

66.—I have scarcely any thing to add to the remarks made on this subject in paras. 76—79 of my last Annual Report. Rupees 187 are spent

on scholarships in the Delhie, and 82 in the Lahore College. The extra 100 Rs. per mensem applied for on account of scholarships in each College, was refused by the Supreme Government, who pointed to the system of College scholarships carried out in Bengal; and suggested that a scheme should be put forward for granting scholarships to matriculated students generllay in the Punjab, without reference to the Schools, whether Government or Private, in which they were educated, or the Colleges in which they continued their studies, so long as the latter were affiliated to the University. A scheme was accordingly put forward, and is under the consideration of Government.

Scholarships at Government Zillah Schools.

67.—The amounts distributed in scholarships at Zillah Schools have been reduced from 518 Rs. to 382 Rs. per mensem, and their number from 236 to 215. Details will be found in the subjoined Tabular statement, and the principle of reserving these scholarships chiefly for boys transferred from inferior to superior Zillah Schools, has been steadily kept in view, as mentioned in para. 80 of my last Annual Report.

NAMES OF SCHOOLS.		No. of scholarships.	Highest amount of any scholarship.			Lowest amount of any scholarship.			Aggregate value of the whole of the Scholarships per mensem.		
Delhie Zillah School,	...	17	6	.	.	2	.	.	50	.	..
Rewaree ditto,	...	8	4	.	.	2	.	.	22	.	..
Kurnaul ditto,	...	9	3	.	.	1	.	.	20	.	..
Rohtuk ditto,	...	9	5	.	.	2	.	.	25	..	..
Jhujjur ditto,	...	7	3	8	.	1	.	.	15	.	..
Jugadhree ditto,	...	12	2	8	.	1	.	.	20	.	..
Simla ditto,	...	7	3	8	.	1	.	.	15	.	..
Bhewance ditto,	...	4	3	.	.	2	.	.	10	.	..
Lahore ditto,	...	9	4	.	.	2	.	.	20	.	..
Rahoon ditto,	...	15	...	10	.	...	4	.	6	.	..
Hooshiarpore ditto,	...	9	2	.	.	...	8	.	9	.	..
Buttalla ditto,	...	8	2	.	.	..	8	.	10	.	..
Umritsur ditto,	...	10	4	.	.	2	.	.	28	.	..
Moollan ditto,	...	9	4	.	.	...	8	.	12	.	..
Noorpore ditto,	...	8	1	.	.	...	8	.	6	.	..
Ferozepore ditto,	...	9	2	.	.	1	..	.	10	.	..
Goojranwalla ditto,	...	6	3	.	.	1	.	.	10	.	...
Sealkote ditto,	...	6	2	.	.	1	.	.	8	..	...
Goojerat ditto,	...	11	6	.	.	...	8	.	22	.	...
Bhera ditto,	...	6	2	.	.	1	.	.	9	.	..
Jhung ditto,	...	11	3	.	.	1	.	.	15	..	...
Peshawur ditto,	...	15	3	.	.	1	.	.	25	...	..
Dera Ghazi Khan ditto,	...	7	2	8	.	1	.	.	11	..	...
Abbottabad ditto,	...	3	2	.	.	1	.	.	4	..	..
TOTAL,	...	215	...	.	.	...	.	.	382	.	..

SECTION VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

Examination of candidates for Government employment.

68.—The subject of an Elementary Examination of candidates for subordinate Government employ, is still under the consideration of a Committee, as noticed in para. 81 of my last Annual Report. During the year various rules for the Examination of candidates for Tehsildarships, Treasury and other Clerkships, Pleaderships &c., have been prescribed. I am happy to say that on my representation, due weight has been accorded in the competition for these appointments to success in the Examinations of the Calcutta University; and I have every hope that this will give a great stimulus to superior Anglo-Oriental Education throughout the Punjab.

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

Extension of English Education.

69.—I submit a Table as usual, shewing the vast extension of English Education throughout the Punjab during the last 5 years:—

Students of English at	At the close of				
	1861-62	1862-63	1863-64	1864-65	1865-66.
Government Colleges, ...	...	...	7	31	66
,, Zillah Schools, ...	2,016	2,516	4,398	5,665	6,022
,, Female Schools, ...	...	...	53	162	188
,, Jail Schools, ...	...	...	31	154	1
Private Aided Colleges, ...	...	...	...	16	15
,, Schools of Higher Class, ...	1,974	2,420	2,538	3,855	4,277
,, ,, of Middle Class, ...	...	...	...	1,745	2,454
,, ,, of Lower Class, ...	449	898	1,332	...	...
,, ,, Female, ...	...	...	...	102	109
Government Normal Schools, ...	...	...	...	39	79
Private Aided Normal Schools, ...	...	...	...	...	...
Total, ...	4,439	5,834	8,359	11,269	13,181

SECTION X.

BOOK DEPARTMENT.

Budget provision and purchase of stock.

70.—The new system of selling books at prime cost, and the general spread of Education, has enormously increased the operations of the Government Central Book Depôt at Lahore, so much so that the original

assignment of Rupees 24,000 for purchase of stock during 1865-66, had to be doubled. The books brought on stock numbered 1,64,265, and cost Rupees 55,324, being 45,252 more in number, and Rs. 21,922 more in value than in the previous year. Of the above aggregate, 36,762 were English Books, worth 29,450 Rs.; and 1,27,503 Oriental, worth Rs. 25,874.

Supply of books to Branch Depots &c., and amount credited to Government during 1865-66.

71.—Books to the number of 1,35,402, and to the value of Rs. 40,292 have been supplied for sale, &c. to District Depots, Head Masters, &c., from whom Rupees 45,655 have been recovered on account of this and former year's supplies. Rupees 40,000 altogether have been paid in by the Curator to the credit of Government at the Lahore Treasury for the year ending 31st March 1866.

Actual sales.

72.—The bona-fide sales of the year under review have comprized 98,854 books, worth Rupees 26,225. This number is less than that of the previous year's sales by 2,314, but the value of the books is greater by Rupees 1,620. The subjoined table shews details of the sale of books during 1865-66:—

	No.	Amount.	
		Rupees.	
By District Educational Establishments, ..	41,822	7,943	
„ Head Masters Zillah Schools, ...	29,592	9,282	
„ Do. do. Normal Schools, ...	4,110	1,027	
„ Deputy Inspectors, ...	832	151	
At Central Book Depot for cash, ...	22,207	7,822	
TOTAL, ...	98,854	26,225	

Books &c. distributed for use of Colleges, Schools, Libraries, &c., and as prizes.

73.—1,238 Books, maps, &c. valued at Rupees 795, have been distributed gratuitously for the use of Government Vernacular Schools; and 8,892, worth Rupees 3,775, have been given away in prizes. Rupees 150 worth of books have also been supplied to Jail Schools. Books of reference, diagrams, illustrations, and other standard works to the number of 7,713, and the value of Rupees 2,660, have been sent to the libraries of Zillah and Normal Schools, the more costly ones being supplied only to the Colleges and superior Schools.

Government Educational Press, and publication of Vernacular Government Gazette and Police Supplement.

74.—The Government Educational Press in connection with my Office (*see* para. 87 of my last Annual Report) has turned out 89,800 Vernacular books, worth Rupees 14,483, in the course of the year. At the request of the Inspector General of Police, the distribution of the Vernacular Police Gazette, containing hue and cry notices, along with the *Sirkari Akhbar*, has been discontinued; but it is now compiled and printed in a very complete form, and 564 copies of it are supplied for the use of Police Officers only.

New School Books.

75.—The principal new Books issued by the Department during 1865 66, have been :—

A new and greatly improved revision of the Zubdatu-l-hisab, or Manual of Arithmetic, which has been altogether re-cast and re-written by Mr. C. W. W. Alexander, B. A., Inspector of the Lahore Circle.

Hal-i-tarkib-i-Karima; or grammatical analysis of the Karima, by Moulavi Shaik Ahmad of the Lahore Normal School. A revised Edition of the Wakiat-i-Hind, corrected agreeably to orders of Government, is also very nearly through the Press.

CONCLUDING OBSERVATIONS.

76.—With regard to the 3 Institutions of a Military character, enumerated in para. 90 of my last Annual Report, the usual report of the Lawrence Military Asylum at Sanawur, for 1865-66, has been submitted to the Military Secretary, with my No. 114 dated 5th May 1866; and I presume when returned, it will be printed and published for general information in a separate pamphlet by the Principal as usual. The report of the Bengal Military Normal School (Female Department) at Kussowlee, for 1865-66, has not yet reached me; but I hope to have it in time to publish my review of it, with the Government orders thereon, as usual, in the Appendix. The reports made on the Roman Catholic Institutions (Male and Female) at Simla, during the year under review, will also appear as usual in the Appendix.

Notice of assistance received from Officials of all grades.

77.—The superior Civil Officers of the Province continue, as a body, to give much attention to the Vernacular Schools placed under their immediate control; and to afford cordial assistance and support to myself and the Officers of the Educational Department generally, in promoting the interests of Education within their respective jurisdictions. I append a list as usual, of Native Gentlemen, who have been specially noticed and recommended by the Civil and Educational Authorities for reward or honorable mention, on account of their services in behalf of Education during the year 1865-66 :—

No.	Name.	Rank or Designation.	District.	Tahsil or Village.
		Umballa	Circle.	
1	Hamid Ali, ...	Tehseeldar, ...	Umballa, ...	Ropur.
2	Rasheeu-d-din, ...	ditto, ...	ditto, ...	Khurrur.
3	Sayad Bahadur Ali, ...	ditto, ...	ditto, ...	Peeplee.
4	Burkut Ali, ...	ditto, ...	ditto, ...	Jugadhree.
5	Shew Ram, ...	Naib Tehseeldar, ...	ditto, ...	Umballa.
6	Mahboob Singh, ...	Deputy Inspr. Police,	ditto, ...	Jugadhree.
7	Khewun Singh, ...	Sirdar, ...	ditto, ...	Pehowa.
8	Ajoodhia Pershad, ...	Revenue Serishtadar,	Umballa, ...	Umballa.

No.	Name.	Rank or designation.	District.	Tahsil or Village.
		Umballa Circle.		
9	Salamut Ali, ...	Tehseeldar, ...	Loodhiana, ...	Sumralla.
10	Mr. Pollock, ...	ditto, ...	ditto, ...	Loodhiana.
11	Radha Kishn, ...	ditto, ...	ditto, ...	Jugraon.
12	Moonshi Kunhya Lal, ...	Guardian young Nawab	ditto, ...	Kotla.
13	Mehtab Singh, ...	Lumberdar, ...	ditto, ...	Gugrana.
14	Nubbee Bukhsh, ...	ditto, ...	ditto, ...	Hybowal Khoord.
15	Kata, ...	ditto, ...	ditto, ...	Dehroo,
16	Kuttar Singh, ...	Resident, ...	ditto, ...	Mulloudh.
17	Bunwaree Das, ...	Member L. C. P. I.	Kurnal, ...	Kurnal.
18	Ameer Ali, ...	Tehsildar, ...	ditto, ...	Kythul.
19	Wazir Singh, ...	Rais, ..	Delhi, ...	Delhi.
20	Raja Lal, ...	Tehsildar, ...	Delhi, ...	Bullubgurh.
21	Harrik Chund, ...	Judl. Serishtadar, ...	Goorgaon, ...	Goorgaon.
22	Hurree Ram, ...	Judl. Mohurrir, ...	ditto, ...	ditto
23	Piyara Lal, ...	Tehseeldar, ...	ditto, ...	Pulwul.
24	Tufuzu-l-Hosen, ...	Police Sergeant, ...	ditto, ...	Ferozepore.
25	Girdharee, ...	Lumberdars, ...	ditto, ...	Gurhee Hursaroo.
26	Ameenu-d-Din, ...			
27	Golab Singh, ...	Lumberdar, ...	ditto, ...	Bahorah.
28	Run Mull, ..	Lumberdar, ...	ditto, ...	Khansah.
29	Iqrar Ali, ...	Tehseeldar, ...	Rohtuk, ...	Gohana.
30	Ghulam Nubee, ...	ditto, ...	ditto, ...	Sampla.
31	Usuf Ali, ...	Resident, ...	ditto, ...	Dadree.
32	Bahadur Ali Khan, ...	Rais, ...	ditto, ...	Bahadur Gurh.
33	Seeta Ram, ...	Lumberdar, ...	ditto, ...	Mundotee.
34	Sookhee Ram, ...	Police Jemadar, ...	ditto, ...	ditto
35	Mookh Ram, ...	Lumberdar, ...	ditto, ...	Khanpore.
36	Sudda Ram, ...	Resident, ...	ditto, ...	Jagree.
37	Jai Dial Sing, ...	Tehseeldar, ...	Hissar, ...	Bhewani.
38	Ruttun Lal, ...	ditto, ...	ditto, ...	Hansi.
39	Bhagat Ram, ...	Resident, ...	ditto, ..	Hissar.
40	Ram Sahai, ...	ditto, ...	ditto, ...	ditto
41	Rikhu Mull, ...	ditto, ...	ditto, ...	ditto
42	Hurgo Lall, ...	ditto, ...	ditto, ...	ditto
43	Guneshi Lall, ...	ditto, ...	ditto, ...	ditto
44	Bunsee Dhur, ...	ditto, ...	ditto, ...	ditto

No	Name.	Rank or designation	District.	Tahsil or Village.
		Umballa Circle.		
45	Sheo Nath, ...	Resident, ...	Hissar, ...	Hissar.
46	Nuttha Mul, ...	ditto, ...	ditto, ...	ditto
47	Bool Chund, ...	ditto, ...	ditto, ...	ditto
48	Ram Kurrun, ...	ditto, ...	ditto, ...	ditto
49	Saeen Ditta, ...	Resident, ...	Hissar, ...	Hissar.
50	Baboo Kali Das, ...	Contractor, ...	Simla, ...	Sanawur.
51	Esree Prashad, ...	Resident, ...	Delhie, ...	Delhi.
		Lahore Circle.		
52	Ram Nath, ...	Naib Tehseeldar, ...	Kangra, ...	Bhowarnah.
53	Bunsee Dhur, ...	Tahsildar, ...	Kangra, ...	Humeerpore.
54	Abdool Sumud Khan, ...	ditto, ...	ditto, ...	Noorpore.
55	Moulvi Omuru-d-Din, ...	Rais, ...	ditto, ...	ditto
56	Motee Ram, ...	Tahsildar, ...	ditto, ...	Dehra.
57	Hissamu-d din, ...	ditto. ...	Jullundur, ...	Nowashahr.
58	Gokul Das, ...	Member L. C. P. I.	ditto, ...	Rahoon.
59	Shada Ram, ...	ditto, ...	ditto, ...	ditto
60	Wuzir Khan, ...	ditto, ..	ditto ...	ditto
61	Nundoo Mull, ...	ditto, ..	ditto, ..	ditto
62	Holas Rai, ..	ditto, ..	ditto, ...	ditto
63	Hussun Jahania, ...	ditto, ...	ditto, ...	ditto
64	Pohloo Mull, ...	Tahsildar, ..	Gooridaspore, ...	Puthankote.
65	Mukhsood Ali, ...	Kazi,	ditto, ...	Deenanuggur.
66	Noor Mahomed, ...	Chowdhree, ...	ditto, ...	Kulla Nour.
67	Mahomed Ali Shah, ...	Rais, ..	ditto, ...	Futtehgurh.
68	Golab Deen, ...	Zaildar, ...	ditto, ...	Kunjroor.
69	Jhunda Singh, ...	Lumberdar, ...	ditto, ...	Jogulwala.
70	Mool Singh, ...	ditto, ...	ditto, ...	Punnewala.
71	Shima Khan, ...	ditto, ...	ditto, ...	Kot Afghanan.
72	Abdoola Athim, ...	Tahsildar, ...	Amritsur, ...	Tuin Tarun.
73	Mehar Chund, ...	Supt. of Settlement,	ditto, ...	Narowal.
74	Rai Dewan Chund, ...	Tahsildar, ...	Lahore, ..	Shurrukpore.
75	Gource Shunker, ...	ditto, ...	ditto, ...	Chooncean.
76	Nubbee Bukhsh, ...	Chowdhree, ...	ditto, ...	Bughwanpore.
77	Imamu-d-din, ...	Rais, ...	ditto, ...	Kussoor.
78	Manna Mull, ...	ditto, ...	ditto, ...	ditto
79	Mehtaba, ...	ditto, ...	ditto, ...	ditto
80	Mahomed Yakoob, ...	Tehseeldar, ...	Montgomery, ..	Pakputton.

No.	Name.	Rank or Designation.	District.	Tahsil or Village.
		Lahore Circle.		
81	Nuthun Lal, ...	Tehseeldar, ...	Mooltan, ...	Mailsee.
82	Surb Sookh Rai, ...	ditto,	ditto, ...	Lodhuan.
83	Baja Khan, ...	Lumberdar, ...	Ferozepore, ...	Jhok.
84	Dhian Singh, ...	ditto, ...	ditto, ...	ditto.
85	Nagur Mull, ...	Member L. C. P I.	ditto, ..	Ferozepoor.
86	Kishen Dass, ...	ditto, ...	ditto, ...	ditto
87	Das Mull, ...	ditto, ...	ditto, ...	ditto
88	Doonee Chund, ...	ditto, ...	ditto, ...	ditto
89	Ghidda Mull, ...	ditto, ...	ditto, ...	ditto
90	Buldeo Dass, ...	ditto, ...	ditto, ...	ditto
91	Mussania Mull, ...	ditto, ...	ditto, ...	ditto
92	Jusput Bhagat, ...	ditto, ...	ditto, ...	ditto
93	Besakhi Mull, ...	ditto, ...	ditto, ...	ditto
94	Shumsud-din Khan, ...	ditto, ...	ditto, ...	ditto
95	Mahomed Bulsh, ...	Putwaree, ...	ditto, ...	Zerah.
96	Shaikh Sundhee, ...	ditto, ...	Hooshiarpoor, ...	Hooshiarpoor.
97	Birma Mull, ...	ditto, ..	ditto, ...	ditto
98	Hurjus Rai, ...	ditto, ...	ditto, ...	ditto
99	Khoshab Rai, ...	ditto, ...	ditto, ...	ditto
100	Gunga Mull, ...	ditto, ...	ditto, ...	ditto
		Rawul Pindee Circle.		
101	Sirdar Umrik Singh, ...	Tehsildar, ...	Rawul Pindee. ...	Futteh Jung.
102	Hussun Ali, ...	Lumberdar, ...	Jhelum, ...	Sungohee.
103	Fuzl, ...	ditto, ...	ditto, ...	Pukhwal.
104	Newaz Khan, ..	ditto, ...	ditto, ...	Bhoean.
105	Emam Bukhsh, ...	ditto, ...	ditto, ...	Dewalian.
106	Mahomed Khan, ...	ditto, ...	ditto, ...	Kote Pukhiwara.
107	Bahadoor, ...	ditto, ...	ditto, ...	Dhoodial.
108	Mahomed, ..	ditto, ...	ditto, ...	Murid.
109	Dewan Moolraj, ..	Resident, ...	ditto, ...	Dolwal.
110	Sirdar Khan, ...	ditto,	ditto, ...	Ahmedabad.
111	Futteh Ali Khan, ...	Lumberdar, ...	ditto, ...	Makhiala.
112	Chowdhry Alum, ...	ditto, ...	ditto, ...	Sahoowal.
113	Jinda, ...	ditto, ...	ditto, ...	Jullalpore.
114	Mohkim, ...	ditto, ...	ditto, ...	ditto
115	Mulik Faiza, ...	ditto, ...	ditto, ...	Tulla Gung.
116	Moghul, ...	ditto, ...	ditto, ...	ditto

No.	Name.	Rank or designation.	District.	Tahsil or Village.
117	Fuzl, ...	Lumberdar, ...	Jhelum, ...	Tulla Gung.
118	Hurgo Lall, ...	Tahsildar, ...	Sealkote, ...	Sealkot.
119	Ram Sahai, ...	Ditto, ...	Shahpore, ...	Khoshab.
120	Rahimu-d-deen, ...	Ditto, ...	Jhung ...	Jhung.
121	Mehar Mohomed, ...	Lumberdar, ..	ditto, ...	Mukhiana.
122	Ghulam Hussan, ...	Ditto, ...	ditto, ...	Samundur.
		Frontier	Circle.	
123	Emam Bux Khan, ..	Muzaree Chief, ...	Dera G. Khan, ...	Rojhan.
124	Ghulam Hyder Khan, ...	Loond Chief, ...	ditto, ...	Loond.
125	Fuzl Deen, ...	Tahseeldar, ...	ditto, ...	Jampore.
126	Chimmun Lall, ...	Ditto, ...	ditto, ...	Dera G. Khan.
127	Data Kishun, ...	Jemadar of Police, ...	ditto, ...	Vehowa.
128	Munzoor Ahmed, ...	Ditto, ...	ditto, ...	Fazilpoor.
129	Ghulam Mahomed Khan,	Ditto, ...	ditto, ...	Mithankot.
130	Meer Mahomed, ...	Tahseeldar, ...	Mozuffurgurh, ...	Kot Oodoo.
131	Surfaraz Khan, ...	Khan Bahadoor, ..	Bunnoo, ...	Esa Khel.
132	Sirdar Khan, ...	Mullik, ...	ditto, ...	Goreewal.
133	Khan Meer Khan, ...	Ditto, ...	ditto, ..	Murwut.
134	Poordil Khan, ...	Ditto, ..	ditto, ...	ditto.
135	Hakeem Khan, ...	Ditto, ...	ditto, ...	ditto.
136	Mahomed Khan, ...	Ditto, ...	ditto, ...	ditto.
137	Oomar Khan, ...	Ditto, ...	ditto, ...	ditto.
138	Hayat Khan, ...	Ditto, ...	ditto, ...	ditto.
139	Nawab Khan, ...	Ditto, ...	ditto, ...	Mianwallee.
140	Shadi Beg Khan, ...	Zemindar, ...	ditto, ...	ditto.
141	Mohomed Azeem, ...	Ditto, ...	ditto, ...	ditto.
142	Jehandad Khan, ...	Ditto, ...	ditto. ...	ditto.
143	Gool Beg Khan, ...	Ditto, ...	ditto, ...	ditto.
144	Booda Khan, ...	Ditto, ...	ditto, ...	ditto.
145	Ouzilla Khan, ...	Ditto, ...	ditto, ..	ditto.
146	Shaikh Bahadoor, ...	Mullik, ...	ditto. ..	Esa Khel.
147	Ursula, ...	Ditto, ...	ditto, ...	ditto.
148	Pundit Radha Kishen, ...	Tehseeldar, ..	Dera I. Khan, ...	Leia.
149	Raja Ram, ...	Ditto, ...	Peshawur, ...	Peshawur.
150	Shahzada Sooltan Jan,...	Ditto, ...	ditto, ...	Hoti Murdan.
151	Shaikh Kasim, ...	Clerk Comt. Departt.	ditto, ...	Peshawur.
152	Golab Khan, ...	Chief of Kolachi, ...	Dera I. Khan, ...	Kolachi.

No	Name.	Rank or Designation.	District.	Tahsil or Village.
153	Kowir Khan, ...	Lumberdar, ...	Dera I Khan, ...	Koolachee.
154	Lushkur Ali Khan, ...	ditto, ..	ditto, .	Bukkur.
155	Pursa Ram, ..	Chowdhree, ..	ditto, .	Dera.
156	Moolla Mahomed, ...	Lumberdar, ...	ditto, ..	ditto.
157	Mohumed Wazeer, ..	ditto, ...	ditto, ...	Leia.
158	Jamal Khan, .	ditto, .	ditto,	ditto.
159	Nooi Khan, ..	ditto, ..	ditto, .	ditto
160	Kadur Buksh, .	ditto, ...	ditto, ...	Bukkur.
161	Lekh Ram, ..	Chowdhree, .	ditto, ...	ditto.
162	Abdool Rahman, ..	Resident, ...	ditto, ...	Koolachee.
163	Gaman Khan, ...	Lumberdar, ...	ditto, ..	ditto.

Notice of Office Establishment.

73.—The principal Assistants of my Office, who remain unchanged,—viz. Baboo Shama Churn Bose, Head Clerk, Baboo Chundra Nath Mittra, Curator; and Baboo Ramjus, 2nd Clerk,—continue to merit the commendation bestowed on them in previous reports.

A R. FULLER, Major,
Director, Public Instruction,
PUNJAB

APPENDIX.

Reports of Principals of Colleges and Inspectors of Schools.

LAHORE COLLEGE.

PRINCIPAL,—DR G. W LEITNER, M. A. PH. D.

Submission of Report.

I.—I have the honor of submitting my Report for the academical year 1865-66 ending 30th of March last.

Studies of the several Classes.

II.—On rejoining my post after the last long vacation, the subjects fixed for the several Classes by the Calcutta University, were resumed, and have continued to be read up to date, with I think, very fair progress. The statistics of the several studies which from time to time are sent to you, will inform you of every detail, even as far as the number of pages in each book is concerned of every one of the subjects of instruction.

Account of the causes which have led to a number of students leaving the College.

III.—To my profound regret, I have to report that although several have entered, many more have left the College. There might be some cause for congratulation to ourselves and credit to our men, if they have been attracted away from the College by appointments of influence and considerable emoluments. It is a sad circumstance that our education should have made so little effect on the minds of some of our students, that the slightest possibility of no scholarships being given by Government, and the prospect of an immediate although small appointment being held out, are sufficient to make them give up their studies. I ascribe this want of enthusiasm for learning, to the indefiniteness of Government support on the one hand; and the unattractive nature of the subjects taught, on the other. I am convinced that the concession which has lately been made to Education in the Examination for Tehsildarships, will provide us with a good reason for inducing our men to stay on in the College. At present there is no doubt that all I can do is to express a wish that the men might stay, or reprove them if they leave; but in future, I hope that the concession to which I have alluded, will operate most favourably on our numbers. Not that the concession is sufficient. It only gives some sort of assurance that the status of University membership will in some way be acknowledged; yet small as it is, it will enable us with a clear conscience, to urge our men to stay by holding out to them the prospect of material interests, not that the higher inducements are to be disregarded.—On the contrary, they will operate most powerfully on the mind of a student whose anxieties for a livelihood are, to some extent, removed by the rules which have lately been introduced.

The uncertainty as to their future, in which most of the students were hitherto, led to the following cases of secession from the College :—

Jai Nath left for a small appointment in the Accountant's Office.

Choukus Ram is appointed to some small post in the same Office.

Dunnee Ram gets about 50 Rupees a month in an Umritsur Bank.

The Umritsur men have never been distinguished, as far as I have known them, by either zeal for their work, or lore for learning. They are, as far as my experience of them goes, intelligent, but seem to care only for making money. The Examination in December last, brought us, what we thought, very valuable accessions to our College Classes. One of the students how-

The men themselves give other reasons for leaving the Lahore College, and do not seem satisfied with the opportunities of instruction afforded there.—DIR. P. I.

ever—Khuda Buksh*—who had on several occasions distinguished himself, left for a post of 30 Rupees in the Deputy Commissioner's Office, and I apprehend that another Umritsur man of great promise—Kanhya Lall †—will permanently leave College for a Serishtadarship in his own city.

**Now Assistant Master on 45 Rs. in a Zillah School.*—DIR. P. I.

†On 100 Rs. p. m. I believe.—DIR. P. I.

Pundit Brij Nath is engaged as Head Master of a Tahsili School in the North-West Provinces, on 50 Rupees a month. The causes which induced Pundit Chunder Bul to leave, were quite of an exceptional character, and entirely due to his having to assume, at almost a moment's notice, the responsibilities of a large household. His future will probably be worthy of the College in which he has been educated; and I hope that he will show himself competent to have his temporary post in the Translator's Office, converted into a permanent one.

Mohammad Lateef, as Editor of the "*Punjabee*," has already done good service to the cause of progress, by his labours on that paper; but it appears now that he is anxious to exchange a private sphere of great usefulness for a post under Government. I have great hopes of him in any career into which he may go. Of Sodee Hukum Sing's whereabouts, I have no exact knowledge. In character, conduct, and ability, I believe he is perhaps the very best Student that we have had. I have heard that he has received some appointment in the Jullundhur District.

With the exception of the last three (Chunder Bull, Mohammad Lateef, and Sodee Hukum Singh) every other case of leaving the College has been very disheartening. When it is remembered that seven men have left us for appointments—none of them exceeding fifty Rupees a month in value,—the necessity for urging on Government any well considered scheme for subsistence allowance to the poorer Students, or any plan for the reformation of the methods of admission to Government employ, or the creation of professions for natives, will at once be felt. Yet there is much consolation to be drawn from the fact that in their several vocations, the students who have left us, carry with them some of the spirit of English Education; and whilst we may not be able to keep men at the College for perhaps more our credit than their material advantage, we can at any rate spread, far and wide—by establishing a perfect freedom of access to our instruction—some of the results of our civilization.

Inadequacy of the College Staff.

IV.—Another circumstance which must, to some extent, interfere with the efficiency of the College and School work, is that the Staff is inadequate to teaching all the men, without taking away some of the time which belongs legitimately to each.

Since the first of January, there have been three College Classes requiring an instruction of ninety hours a week. Professor Crank, who is required to give thirty hours of instruction a week, and I, who have been directed by Government to devote eighteen to the work of *tuition*, have been obliged to increase our teaching time by one hour a day. Even then it is apparent that from 20 to 30 hours must remain, in which, without the assistance that Mr. Beddy gives us, the College would not be taught; and I need not refer in this place to the great claim which the Zillah School has upon his time. It is quite certain that unless there be at least one Professor to each Class, the College will be inadequately taught. More than thirty hours a week no man can teach with anything like interest in his work, and it is difficult to perceive how with the present small Staff, four Classes requiring about 120 hours of tuition in a week, can be taught by myself, Professor Crank, and Mr. Beddy.

Comparative Statements.

V.—The following is the Comparative Statement of the number, average attendance, and Fees of our Students, for the years ending 31st March 1865, and 31st March 1866:—

On 31st March 1865, ...	Students 16,	Average Attendance, 8	Fees, 208
„ 31st March 1866, ...	„ 12,	Do. do. 8	Do. 174

LIBRARY

The following is the Comparative Statement of the number of pupils, and that of subjects between the year 1864-65, and the year 1865-66, at the Lahore Government College :—

	Number of pupils.					Number of men reading the several subjects.					
Year.	Christian.	Hindoo.	Mohammedan.	Sikh.	Total.	English.	Latin.	Arabic.	Persian.	Urdu.	Sanscrit.
1864-65.	...	13	2	1	16	16	...	...	16	16	...
1865-66.	1	8	1	2	12	12	1	8	...	2	1

The following is the Comparative Table of Classes :—

In April 1865, 1st year College Class,	9	Men ;
2nd Do. do. „	7	„
Total	16	„

Of the 1st year Class, five left. The remaining four are still reading at the College.

Of the 2nd year Class, three left. The remaining four went in for the 1st Arts Examination in December last. Out of the four—two (Sanjee Mull and Peari Lall) passed, and are reading very assiduously for the B. A. degree in January 1868.

Present state of the College.

VI.—In January 1866, there were admitted into the College five men—thus forming the 1st year College Class. The numbers which had been reduced to eight, again rose to thirteen students—of whom the secession of two is almost certain, thus leaving us for July 1866—

1st Year College Class,	3
2nd „ „	6
3rd „ „	2
TOTAL,	11

At the end of the academical year 1865-66, the College numbers stood thus :—

1st year College Class,	4
2nd „ „	6
3rd „ „	2
TOTAL,	12

The conduct and diligence of the men at present reading at the College, is beyond all praise ; and Sanji Mull is continuing to monopolize the Mathematical honours of the Department.

Account of the Government Zillah School.

VII.—Overworked as the Officers of the College have been, it has been nothing in comparison to the work which has fallen on the Staff of the School. The illness of Baboo Sewaya Ram, and the dismissal of Mohammed Shah, 4th Vernacular Teacher, one of our most hard-working Masters, consequent on reduction of establishment, and his subsequent death, have obliged the European and Native Masters to take a larger share in the work. Above all, every credit is due to the indefatigable Head Master, Mr. Beddy,—and his zealous Assistant, Mr. Thompson.

The monitor system.

It is the only system which our funds will permit us to adopt; it answers admirably in the case of the Mission Branch P. S in the city of Lahore and of the Branches of Zilla Schools in other places.—DIR. P. I.

VIII.—The monitor system is proving itself a failure, when applied for economical reasons to the Branch Schools. The boys selected from the Zillah Schools to teach in the Branch Schools, neglect their own work; and not knowing much themselves, are of little use in teaching others. I have taken charge of the Branch Schools from the 30th of September last, and have on several occasions examined them. The reduction * of establishment will, I fear, prove injurious to the usefulness and permanence of these very important institutions. I am however glad to state that in point of numbers they are still continuing to improve.

* *Our expenditure was found to exceed our income, and no funds from Local sources which had been expected, were forthcoming, while accumulations of fees, &c. were all exhausted. The only thing to be done then was to reduce the Establishments of Branch Schools, which was carefully arranged in concert with the Inspector, the Principal and the Head Master, and the L. C. P. I.*—DIR P. I.

Engagements out of School hours.

IX.—The Debating Societies still exist, and continue to flourish. A recitation Society has recently been formed. The attendance of our students at the free Public Library is increasing, and English newspapers are being read with greater interest. The Cricket Club is, thanks to Mr. Thompson, doing very well; and has become a link between European and Native lads.

Notice of appended Statement of changes in the School Staff.

X.—I have the honor to append a statement of the changes that have taken place during the year under Report, in the Staff of the Teachers of the Zillah and Branch Schools, as well as a comparative Statement of the attendance and fees of the said Schools.

STATEMENT of changes in the Lahore Zilla and Branch Schools.

No.	Names.	Appointments.	Date.	Particulars.
1	Moonshee Munuvur Hoosein ...		7th April, 1865	Appd Vern. Teacher Central Branch School.
2	Pundit Junardun, ...		21st " "	" Eng. "
3	Moonshee Ruheem Bukhsh, ...	Ver. Tea. Centr B. S.	7th October, 1865	Returned to his duty from the Normal School.
4	Moulvi Khoorrum, ...	Offg. do. do. " "	" " "	Dismissed.
5	Moonshee Shumsooddeen, ...	Ver. Tea. Centr. B. S	16th " "	Sent to study at the Normal School.
6	Moulvi Khoorrum, ...		" " "	Appd. Offg. Ver Teacher vice Shumsooddeen.
7	Bakur Alee,	Offg. Vern. Teacher Dehlie gate B. S	22nd Novr. 1865	Resigned.
8	Moonshee Munuvur Hoosein,	Ver. Tea. Centr. B. S.	" " "	Transferred to Dehli Gate B S. *vice* Bakur Alee.
9	Moonshee Kirpa Shunkur, ...	Eng. Tea. Zillah S.	1st January, 1866	Dismissed. On Reduction of Establishment.
10	" Mahomed Shah, ...	Ver. " " "	" "	" "
11	" Munuvur Hoosein,	Offg. Ver. Tea. D. Gate B. S.	" "	" "
12	Esa Alee Khan,	Asstt Eng. Teacher Shahalmi B. S.	" "	" "
13	Moonshee Kurum Bukhsh,	Ver. Teacher Dehlie Gate B. S.	" "	Returned to study from Normal School.
14	Sookh Dyal, ...		1st March, 1866	Appd. Asstt. Eng. Teacher Centr. Br. School.
15	Wajid Alee, ...		" " "	" Monitor.
16	Azeezaddeen, ...		" " "	" " Shahalmi Gate Branch School.

EDUCATION IN THE PUNJAB.

Comparative Statement of Lahore Zilla and Branch Schools for the years 1864-65 *and* 1865-66.

	Zilla Schools.				*Branch Schools.*			
	No. of students	Average attendance.	Fees.		No of students.	Average attendance.	Fees.	
			Rs.	As.			Rs.	As.
For the year ending 31st March, 1865. ...	156	106	1,372	2	516	440	576	3
" " " " 1866.	129	107	1,300	4	566	480	472	5

DELHIE COLLEGE.

PRINCIPAL,—MR. E. WILLMOT, B. A.

Introduction.

1.—I have the honor to lay before you my Annual Report for the academical year ending March 31st 1866. I trust you will bear in mind that, whatever praise or dispraise this Report may contain of the College, Zillah, and Branch Schools under my charge, I am in no case speaking absolutely, but always of the College quâ an Institution affiliated to the University of Calcutta, and of the Schools as neither more nor less than feeders of the College.

A successful year generally.

2.—Generally, I am of opinion that yourself and the Educational Officers stationed at Delhie, may mutually congratulate one another on a successful, and comparatively perhaps, a brilliant year.

General Improvement in Zillah School Classes.

3.—In the Zillah School the improvement of all the Classes, without exception, is most marked; and the result of the Calcutta University Matriculation Examination was even beyond our most sanguine expectations.

College.

4.—With regard to the College, whatever of apparent failure may at first sight present itself, is only too easily to be explained. My own absence, on sick-leave, for a long time during the most important part of 1865, is quite sufficient to account for the weakness of the 1st Arts Class in the Calcutta University Examination in December of that year. The smallness of our College Staff (we are only two) does not admit of the absence of one of us for any considerable period, without manifest detriment to the students of the College.

Absence of Principal on Sick-leave.

Mr. Cooke's competent officiation.

No man could have more willingly and competently undertaken the whole work of a new College than did Mr. Officiating Professor and Principal Cooke, last July, but it is absurd to suppose that even his extraordinary enthusiasm and unwearied exertion could entirely supply the want of his absent colleague.

2nd Professor urgently required.

5.—I may remark in passing that no argument in favour of granting us a second Professor in this College, seems to me stronger than this, *that emergencies must from time to time arise when one College Officer will be necessarily absent, and the work of tuition entirely break down, simply from want of competent persons to officiate for him.* That we shall not long suffer from the very serious drawback of a numerically inefficient Staff, is one of the greatest encouragements to us both, who certainly at present are doing our work under most undeniable difficulties.

Improvements few, and of a trifling nature.

6.—I have very few changes or improvements to record; indeed I take it to be one of the best symptoms of the healthy state of the College and School, that my report on them is so entirely common place and unambitious.

We have indulged in no ephemeral time-wasting tentative improvements, but have carried out, to the best of our ability, the comprehensive scheme of Education which we have received from yourself and the Government of the Punjab. I am sure that our labours will be none the less appreciated, because they do not admit of ostentatious exhibition, and that you will agree with my paraphrase of the old adage—"Blessed is the Institution whose Annals are few."

Detail of Improvements.

7.—Of the few alterations I have to record, the following are the most important. I have attempted to secure a better and more critical knowledge of the English and Oriental languages, by seeing that the Students translation-exercises are carefully corrected and returned to them; and I have thought fit to take the Mathematical portion of the Entrance Class subjects myself. I have, moreover, at the suggestion of Mr. Doran, the Head Master of the Zillah School, divided the Entrance Class into two divisions as far as its study of the English subjects and Language generally is concerned.

English Composition carefully corrected, and returned.

Entrance Mathematics taken by the Principal himself.

Entrance Class divided into two for its English Studies.

Better average attendance in the College, Zillah School, and Branch School.

Branch School and Zillah School holidays decreased in number.

Conduct and manners in the Zillah School considerably improved.

I may mention too, that the average attendances in the College and Schools are gradually, but still very perceptibly, improving; that the number of feasts and fasts in the Branch Schools has been considerably diminished; and that in the Zillah School, I am attempting to reduce the holidays in the same manner. Moreover, I consider it of no small importance that all our Classes, from the highest to the lowest, are very appreciably less noisy and untidy; and certainly far more respectful and attentive than they were a year ago.

Athletic Sports generally.

Games.

Cricket.

8.—The introduction of Athletic sports was so entirely approved by yourself and the Government of the Punjab last year, that I cannot omit to record that, this year, we not only had very excellent and well-contested games in the Queen's Gardens; but that the boys of the School have been playing Cricket during the past cold season with almost European enthusiasm and success.

Officers to be especially commended.

Mr. Cooke.

Mr. Doran.

Lalla Peyary Lal and Saugur Chund.

9.—I have to recommend to your notice, as highly deserving of your thanks, Mr. Cooke, who may be said to have done most of the work of the College until September 30th 1865. He has officiated, on different occasions, as Professor and as Principal; and I can only regret that so valuable an Officer should have to return to the inferior post of Head Master of the Zillah School, after having, in so marked a manner, proved his qualifications for higher Office. Of Mr. Doran's services too, I cannot speak too highly; it is in my opinion almost entirely due to him that the Delhie Zillah School succeeded so signally in the Calcutta University Examination. I consider also that the eminent ability and energy of Masters Peyara Lall and Saugur Chund ought not to be passed over in an Annual Report.

Comparative Tables of this and last year's Classes.

10.—It is not necessary for me to burden this report with tabular statements, as you have already received them in the Monthly and Quarterly Returns. I append, however, a comparative Statement of the number of students in the several Classes at present and in 1865:—

College.		COLLEGE.		
		B. A. 3rd year or C. College Class.	2nd year or B. Class.	1st year or A. Class.
	1866.	2 (one just left.)	11	11
	1865.	0	8	7
	DIFFERENCE,	2	3	4

ZILLAH SCHOOL.

Zillah School.		1st Entrance Class.	2nd Class.	3rd Class.	4th Class.	5th Class.
	1866,	27	22	26	36	45
	1865,	21	12	22	33	47
Increase 21.	Difference,	+6	+10	+4	+3	−2

Increase and decrease.

11.—These tables show an increase in the College of 9 Students, in the first five Classes of the Zillah School, of 21. Our present total number of Students in College and School is 462, compared with 465 of last year.

Scholarships not yet determined.

12.—I am unable to make any Report of a new arrangement of Scholarships, but I have every confidence that I shall be able to make satisfactory award before the end of the half year.

College Prize-award.

13.—In the College, Prizes were awarded to the following men —

B. A '68 C. Class.	B. A 3rd year College Class, ...	Bhaion Pershad, Sohun Lall, Sree Ram.
1st Arts '66 B. Class.	B 2nd year College Class, ...	Soorij Bull, Daya Nurain, Inayat-ool Rahman, Yousif Ally, Hurdial Sing, Jumna Dass.
1st Arts '67 A. Class.	A. 1st year College Class,...	Nasir Ally, Sheo Nath, Junkoo Dass, Nund Kishore, Mathoo Mull, Luchmun Dass, Sheo Dial, Wuzeer Sing, Chundoo Lall.

School Prize award

14.—In the School, Prizes were awarded for general proficiency to the following boys —

Entrance '66 1st Class.	1st ENTRANCE CLASS ...	Gunga Pershad, Bishashur Nath, Shib Chunder, Valee Mahomed, Gunga Pev, Sham Nath, Ram Saroop.
2nd Class.	2nd CLASS. ...	Pirbhoo Dial, Shimboo Dial, Kanshoo Nath, Riazul Hoosan, Kunhaya Lall, Gunga Dhur, Ram Sing.

3rd Class.	3rd Class, ...	Ruttun Lall, Dabee Pershad, Nunna Mull, Maharaja Lall, Morlee Dhur, 2nd, Kora Mull.
4th Class.	4th Class, ...	Beharee Lall, Goree Sahoy, Benarsee Dass, Madhosaroop, 1st.
5th Class	5th Class, ...	Mahomed Ayoob, Sham Nath, Ulbalee Pershad, Punna Lall, Bhujjun Lall, Govind Pershad, Maharaj Kishun, Autma Ram, Omrao Sing, Mahomed Sha, Bishumber Nath, Nehal Sing, Kishun Dut, Bala Pershad, Abdool Auzeez, Sirdar Sing, Soondur Lall, Abdoolah Khan, Dowarka Dass.
6th Class	6th Class, ...	Mol Sing, Hoossan Mirza, Baboo Jadoo Nath, Ramsurun Dass, Guzunfur Ally, Nund Lall, Ramjee Dass, Girdharee Lall Nehal Sing, Ahmed Mirza, Moonshee Lall, Mathoo Mull, Ram Kishun, Bishamber Dass, Mootee Ram, Bhola Nath, Mahomed Moostafa, Aushruf Beg.

7th Class.	7th Class, ...	Koomda Nund, Bishumber Nath, Omrao Sing, Choonoo Lall,
8th Class.	8th Class, ...	Nerunjun, Dewan Sing, Dooiga Pershad, Hydur Khan, Nanuck Chund, Roognath Sahoy, Kharatee Lall, Ranjee Lall, Rujjoo Lall, Rikha Mull.
9th Class	9th Class, ...	Dalar Sing, Lurakee Lall, Surajood-deen, Fidha Hoossan, Choonee Lall, Golam Haydur, Fuzul Hoossan, Sheo Dial, Sree Kishun, Abdool Hakeem.

Prospects of the College and School Classes in the future Calcutta University Examinations.

15.—It may be perhaps somewhat supererogatory to express any opinion in an Annual Report, on the present prospect of the success or failure of the College and Entrance Classes in the Examinations of the Calcutta University in 1866 and 1867; especially as the results of the Departmental Examinations are from time to time made public, and would seem to be sufficient in themselves. Nevertheless, at the risk of proving a false prophet, I shall venture to express my own idea of the chances of distinction of the several Classes.

C. Class B. A. 1868.

16.—The 3rd year (C) B. A. College Class consists now of only two Students, Bharon Pershad and Sree Ram. These gentlemen have distinguished themselves from their very earliest School-days, by steady application and general studious and scholarly habits; and have for the most part met with the success they deserve. I have no hesitation at all in saying, that they cannot fail to pass the B. A. degree Examination in January 1868. They are both most deserving young men, such as I am quite satisfied with for the first degree-candidates from this College. Here I mention my satisfaction that their Class-fellow, Sohun Lal, has obtained a very responsible tutorship;* though I cannot but regret that his leaving the College deprives us of a Student whose ability and application would have insured his success in the B. A. Examination of 1868.

* *On 150 Rs. p. m. to a young Raja.*—DIR. P. I.

(B.) Class 1st Arts Examination 1866.

17.—Of the next Class the second year (B) first Arts Class, I cannot speak so sanguinely, though I anticipate a moderate success for it in the Examination of next December. In estimating the prospects of this Class, it must not be forgotten that almost

a moiety of its members were plucked in the Examination of 1865; and that at present I have no option but to allow candidates who have once failed to present themselves for re-examination.' I could wish that the system of the best University Colleges in England were working here, for it is extremely discouraging to the Officers of the College to be obliged to send up for Examination students whose chance of passing is simply zero. In the Class under comment, there are certainly two students, who have already failed once and the sole result of whose re-examination will be the dishonor of their Class, and the disappointment of their tutors. At Trinity, Cambridge, or Balliol Oxford, they would be obliged to migrate * after a single failure.

I think it would be hard to prevent College Students after only one failure at the First Arts Examination from reading on for another year & trying again; but I was not aware that Mr Willmot thought differently He never complained before of these students remaining in College He will now be addressed on the subject, and the point if necessary referred to Government for decision.—DIR. P. I.

Principal has no power to prevent candidates who have once failed from attempting to pass at a 2nd Examination.

If there is not the slightest chance of their passing, the Principal can decline to sign the necessary certificates attached to their applications for admission to the first Arts Examination.—DIR P. I.

* *To another College I presume, but not away from the University altogether.* DIR. P. I.

18.—Of the next Class the (A.) 1st Arts 1867 Class, I am inclined to write very favourably. It is made up of (2) *two* successful students of the Mission School in Delhie, added to the *nine* (9) boys of our own last year's Entrance Class who contrived, amid the general failure of Entrance-Candidates from the Punjab, to maintain the credit of the Delhie Zillah School. In the opinion of Mr Cooke, who has had the sole charge and tuition of the Class since its first formation, these eleven Collegians are without exception sensible, hard working, earnest men, who cannot fail to do credit to themselves and their College in their Examination twenty months hence.

(A.) Class 1st Arts 1867.

The A. College Class is the Class on which the whole College rests as on a foundation, and it is a source of great satisfaction to me, that in this case the foundation is so good. To the scholars themselves and to Mr. Doran who trained them, my own and my Professor's thanks are hereby given: it is a pleasure to complete a structure of such fair materials so skilfully put together.

With regard to the Entrance Class, I dare not offer any pronounced opinion. From some knowledge of it, gained by my personally taking the Mathematical part of its work, I am inclined to think that with industry and careful tuition (of which latter it is quite sure) it can hardly fail to pass in fair numbers: more I cannot say; Entrance-Class Students are so young that no certain successes or failures can be predicted of them. I may add, however, that in the opinion of the Head Master and myself, founded on very careful private Examinations, the whole Class is quite equal to last year's Entrance-Class. I trust it may meet with the same success.

19.—The Branch Schools are all in a fairly healthy condition, and your thanks are due to their several patrons; especially to Lala Wazir Singh, Lala Sahib Singh, Moulvie Zeenood-deen, and Deputy Villant Hoossein Khan: in all these Schools the average attendance is improved. Forty-eight boys of these Schools were selected, for especial merit, for transfer to the Zillah School.

Branch Schools.

48 boys selected for promotion to the Zillah School.

20.—I append the reports of Mr. Doran, Head Master of the Zillah School, and of Lala Bishumber Nath, Superintendent of Branch Schools, for your satisfaction, in any minor point with which I have not thought fit to overload this Report.

Detailed Reports of Zillah School and Branch Schools appended.

Report of Mr. J. C. Doran, Officiating Head Master, Government Zillah School, DELHIE; *to the Principal, Delhie College.*

I have the honor to lay before you my Report of the High School, for the half year ending 15th March 1866.

The number of Scholars has increased during the past half, from 409 to 456. Forty-eight boys have been promoted from the Branch Schools; 89 have been newly admitted, and 22 re-admitted. Nine have entered the College, and 90 have been struck-off our rolls at their own request, or on account of absence.

There has been some improvement in the attendance during the past half year. During the half year ending 31st September, the attendance was 80 per cent; and during the past half year, 85 per cent.

The Annual Examination of the 3rd, 4th, 5th, and 6th Classes was held in October. The 3rd Class did very fairly in all subjects, except "English Penmanship" in which only two boys got more than a third of the maximum number of marks. In the Grand Total, three boys got more than one-half the maximum marks, and the remainder, with the exception of two, more than one-third.

The 4th Class did not do nearly so well. Most of the boys were weak in English Grammar, English Penmanship, and Algebra.

Most of the boys of the 5th Class did very well, except in English Penmanship and Arithmetic. In the Grand Total, out of 33 boys, 15 got more than half the maximum number of marks; and the remainder, with the exception of four, more than one-third.

The 6th Class did not do very well. Nearly all failed more or less in the English subjects and Arithmetic.

The preliminary Examination of the Entrance Class was also held in October. Of 13 boys who were then examined, six passed in the 1st Division, and three in the second.

In December the following examinations were held. The Calcutta University Entrance Examination, in which 9 boys out of thirteen matriculated.

The Annual Examination of the 2nd Class, the result of which has not yet been received. This delay causes much inconvenience, the Scholarships, which should date from the 1st January, and the prizes not being able to be distributed.

The results of the Examination could not be obtained from some of the Examiners as speedily as usual They have long since been published though now, and Scholarships have also been duly awarded.—DIR. P. I.

The vivâ voce examination of the 2nd, 3rd, 4th, 5th, and 6th Classes. The 5th and 6th were examined by myself. The former read with considerable fluency, and appeared to understand their subjects very well. The latter read and explained what they have learnt very fairly.

The remaining three Classes were examined by yourself, when you expressed your entire satisfaction with them.

The vivâ voce examination in all subjects of the 7th, 8th, 9th, and 10th Classes. The majority of the boys of the 7th and 8th did very fairly in all subjects. The boys of the 9th and 10th Classes with the exception of a few, did tolerably well.

The School is now in a very healthy state. The numbers in the first six Classes have, during the past year, increased from 137 to 236.

We have now an Entrance Class of 27 boys. This Class was formed by 3 boys who were plucked in the last Entrance Examination. 7 boys from the late second Class, and 17 from the 3rd Class. It would doubtless have been better for the boys who came from the 3rd Class, to have read in the second Class during this year, and to have gone up for Matriculation in 1867, but owing to the 2nd Class being so small, I was induced to promote them, that we might have a good-sized Entrance Class for this year. Although they are at present rather raw material, I hope before the end of the year to see them moulded into tolerably good form.

The second and third Classes are getting on very well; the latter I consider a very good Class.

The other Classes are getting on very satisfactorily.

Since writing my last half-yearly Report, two more classes have been transferred from the Chawree Bazar School to the College building. The remaining Classes are under the charge of Master Ameer Ally, who has discharged his duties most creditably.

The School Library has also been transferred; and Master Hur Lall has been placed in charge of

A great deal of disturbance is occasioned in the College building at times from the noise made by some of the Classes. This is, I think, partially owing to the crowded state of the Class rooms and corridors, and partly to the want of authority possessed by Moonshee Soobhan Bux and Noor Mahomed, who are both elderly men and not quite up to taking charge of large Classes.

Master Sagur Chund appears to have regained better health, and with it increased energy. During the last half year, I have been much pleased with the manner in which he has discharged his duties. Master Peyara Lall's services I have been very glad to recover. Moonshee Luteef Hoossan, Masters Sheojee Ram, Brij Bullub, Gopal Sohay, and Pundit Mudduu Mohun, have discharged their duties with much efficiency.

The writing School in charge of Masters Brij Bullub and Mudun Mohun bids fair to become a very good one. The writing of the boys of late has certainly very much improved.

The Entrance Class has just passed through a preliminary examination in English, Mathematics, and Urdoo. All the boys, with the exception of two who have since been transferred to the 2nd Class—(Heera Lall and Shimboo Dial) passed fairly in English. In Mathematics, by your Report, none seem to have failed. And Moulvee Zeaoodddeen, who examined in Urdoo, reports that all, with the exception of 7, did very well. Of these 7 he mentions three—(Shadee Ram, Madho Ram, and Madho Nurain) as being particularly bad. Of these three, two belonged to the late Entrance Class, and were passed in Urdoo in December last.

The Annual Athletic sports meeting held in the Queen's Garden, on the 23rd and 24th ultimo, came off with great success. The Cricket Club formed within the last half year, is very popular amongst the boys of the upper Classes, who have already become fair players.

The following changes, have taken place in the Establishment during the past half year. Lala Ramjus was appointed an Assistant Master on the 1st January, in the room of Master Peyara Lall, who was transferred to the Normal School to officiate as Head Master. Lala Ramjus resigned on the 31st January 1866, and Master Peyara Lall resumed his duties as Assistant Master in this School. Mr. Scott resigned on the 10th March, and up to the present time no one has been appointed in his place.

AMBALLAH CIRCLE

Offg. INSPECTOR,—Mr. H. W. P. HUTTON, B. A.

I have the honor to submit my Annual Report on the progress of education in the Amballa Circle, during the year ending 31st March 1866.

Supervising agency. AMBALLA CIRCLE.

2.—There have been no changes in the supervising agency of this Circle during the year under report, with the exception of one or two chief Mohurrirs who have resigned, or been transferred to other posts. The appointment, last year, of English-speaking Chief Mohurrirs in the Delhie and Rohtuk districts, has been highly beneficial to the Elementary English Schools in those districts. These Schools were formerly visited once or twice a year, by the Inspector and Deputy Inspector, and also periodically by the District Officers; they are now inspected regularly and reported on by the Chief Mohurrirs. The Chief Mohurrirs in other districts are studying English in their leisure hours. They have been made to understand that they cannot hope for any promotion or reward until they have gained some proficiency in that language.

Classification of Schools.

3.—The Schools in this Circle are divided into 7 classes—viz Zillah, Town, Village, Jail, Female, Elementary English Schools on the Grant-in-aid principle, and lastly, Normal Schools. I will first proceed to state briefly the progress of the Zillah Schools.

No. of Zillah Schools, and general statistics.

4.—There are 8 Zillah Schools in this Circle, situated at Delhi, Rewaree, Rohtuk, Jhujjur, Bhewani, Kurnal, Jagadhri, and Simlah. It is also proposed to establish another School of this class at Ropar,—a large and important town on the borders of the Loodhianah District. During the year under report, the number of students in Zillah Schools has increased from 3,651 to 3,770, and the average attendance from 2,917 to 2,998. The amount levied in fees and entrance donation has also increased from Rupees 4,330-10 to Rupees 4,771-13-3, but the average cost of educating each boy is somewhat more, being Rupees 17-7-7 against Rupees 15-12-4 for the previous year. A report on the Delhie Zillah School has been already submitted by the Principal of the Government College, it is therefore unnecessary for me to make any remarks on that School.

Rewaree Zillah School and 7 Branches.

5.—This School is making most satisfactory progress. It was constituted a Zillah School on the 1st July 1865, and already possesses a 1st Class containing 4 pupils, who are studying the subjects for the Calcutta University Entrance Examination for the present year. The main School and 7 Branches contain 429 pupils, with an average attendance of 341. Fees amounting to Rupees 241 have been collected Five pupils took part in the July Departmental Examination of entrance classes. Shimbhoo Nath gained 195 marks, and passed in the 2nd Division. Only 21 boys of the 3rd, 4th 5th, and 6th Classes could appear at the October General Examination, owing to the prevalence of sickness during that month. Most of them passed creditably. The lower classes are also progressing favourably. The 7 Branch Schools have been most successful feeders to the main School. The Educational Staff is a good one. Lalla Heera Lall, the Head Master, is a first-rate teacher and disciplinarian. He is well backed up by his English Assistants Pirbhoo Dyal and Ramjeewun. Sekunder Ali, and Zahoor Ali have the reputation of being good Persian and Arabic Scholars. A Mathematical Master is required for the upper Classes. The new School house is not yet complete, owing to difficulty in procuring timber for the roofing.

Rohtuk Zillah School and Branches.

6.—The Rohtuk School with its 5 Branches, contains 345 boys; the average attendance is 283; last year there were 415 boys. This decrease is chiefly owing to the members of the L. C. P. Instruction taking no interest whatever in their welfare. One Branch has been closed on account of its small attendance. Rupees 397-8 have been levied in fees. The fees of poor students are paid from a grant of Rupees 130 from Municipal Funds.

The highest class is now the 3rd. Sixteen boys of the 3rd, 4th, 5th, and 6th classes took part in the October General Examination,—they gained a fair average of marks in all subjects.

The lower classes are making tolerable progress. During the year under review, 22 boys have been drafted from the Branches into the 9th class of the main School.

Pundit Jai Narain, the Head Master, was sent to take temporary charge of the Delhie Normal School on two occasions. Lallah Pirbhoo Diyal officiated during his absence. I was well pleased with his exertions, and also with the general conduct of his staff. I was however, compelled to transfer two of the Assistant Masters owing to quarrels among themselves. Lalla Achree Mul has had charge of the School for a couple of months. He is a fair teacher.

Kurnal Zillah School and 3 Branches.

7.—There are 266 boys in the main and its 3 Branches, and the average attendance is 221. Rupees 337-15-9 have been collected in fees. Last year 317 boys attended the School. This large decrease in numbers is owing to one of the Branches having been closed. The four boys which composed the highest class--the 3rd—have been sent as scholarship holders to the Delhie College. Twenty-two boys of the 3rd, 4th, 5th, and 6th classes took part in the October General Examination. I was satisfied with their progress in English, but their Vernacular subjects, especially Persian Grammar, have been much neglected. The lower classes were very backward in Arithmetic; 21 boys have been drafted from the Branches into the main School. Sheo Pershad, the Head Master—and Sookhdao Singh, his Assistant.—have discharged their duties satisfactorily. Sirajool Huk, the Persian teacher, has been negligent in his work. His knowledge of Persian and Mathematics is very limited.

Simlah Zillah School and Branch.

8.—The names of 232 boys are borne on the rolls of the main School and Branch. The average attendance is 157. The highest class is now the 3rd, the boys are studying the Entrance Course subjects for 1867. Fifteen boys took part in the October General Examination; with two exceptions, all the candidates appeared backward in Persian and Arithmetic. A marked improvement in English is however apparent, since Mr. E. O'Connor took charge of the School. The Branch School in the Bazar is well attended. 8 girls receive instruction along with the boys. Mool Chund, Bazaz, takes great interest in its welfare. Mr. O'Connor, the Head Master, deserves credit for having introduced the system of levying School fees. Rs 84-11-0 have been collected since June last. The boys are also cleanlier in their habits, and more regular in attendance than hitherto. Mr. George, the Assistant Master, was dismissed for misconduct; and Madho Narain, a matriculated student of the Delhie College, appointed in his place. Abdullah and Gunga Gir, the Persian teachers, deserve commendation. The sale of the School property in the Kythoo Valley; and the purchase of a site and erection of a new School house in the Simlah Bazar, is now under consideration.

Jhujjur Zillah School and Branches.

9.—The attendance of this School has increased from 205 to 258 boys. Of these 183 are Hindoos, and 75 Mahomedans. The average daily attendance is 211. Rs. 178-1- Ohaver been levied in fees. The number of boys reading English has increased from 115 to 166. Last year, the highest class was the 6th—it is now the 4th Eleven boys took up the lower standard subjects at the October General Examination. Fair progress has been made in all the classes. Two students have lately obtained appointments; one has become a Deputy Post Master; and the other, Tutor to the son of the Nazim of Kanoud in Puttealah. The two Branch Schools are well attended; several pupils have been drafted into the main School. The School house is a capital building, and in first-rate order; the ground in its vicinity has been tastefully laid out in garden plots, and a well sunk in the School compound. An adult class of the Amlah still continue to receive instruction from the Head Master.

Lallah Radha Kishun, the Head Master, has discharged his duties to my entire satisfaction. Raja Lal, the English Assistant, and Mahomed Yar Khan, 1st Persian teacher, have also worked hard, and deserve praise.

10.—This School has made remarkable progress, considering the short time it has been established. Last year, the number of boys borne on the rolls of the main School and Branches was 425, with an average attendance of 325 boys—the 7th being the highest class. The total number of boys now amount to 451, while the 5th class is now the highest. Rs. 91-8-0 have been levied in fees. No tuition fee is taken from the Branch School pupils. Seven students took part in the October Examination. Steady progress has been made in all subjects. The Branch Schools, 5 in number, are also flourishing and well attended. Every single boy has commenced learning English. The Padhas teach a little Arithmetic, but their chief duty consists in collecting the boys and enforcing regular attendance. English and Persian are taught by Monitors. 49 boys have been drafted into the main School. Lalla Ooma Shunker the Head Master, is a most successful teacher. His good management and kindness to his pupils, have made him deservedly popular; while his tact and prudence in dealing with the opposite factions of Bunniahs and Khutrees, and steering clear of all disputes, have made him respected and liked by both parties. His assistants, Kishun Narain, Gokul Chund, and Azeezoodeen, also deserve commendation. The School is still held in the old Thanah—a new building is greatly needed. A plan and estimate has already been submitted for the approval of Government.

Jagadhree Zillah School and 5 Branches.

11.—At the close of March 1866, this School and Branches contained 521 boys with an average attendance of 434.—The highest class was the 7th. The classes of the main School are making tolerable progress. The Branch Schools have however turned out a failure. The Padhas are a set of ignorant men, and can teach nothing but Paharas. Very few boys are learning English and Persian, indeed the people appear averse to having their children taught those languages. I have closed 3 of the Branch Schools, and put the remaining one under the immediate care and supervision of the Tehsildar.

Bhewani Zillah School and 4 Branches.

Lalla Rujjoo Mul, the Head Master, has done his best in spite of the many difficulties he has had to contend against. He suffers a great deal from bad health. A younger and more energetic man is required at Bhewani. The new School house is completed, and is a fine building. I have supplied new forms, tables, chairs, &c.

12.—From the preceding paras: it will be seen that the Rewari, Rohtuk, Jhujjur and Jagadhree, Schools are making steady progress; while those at Simla and Kurnal have improved since last year. The Bhewani School alone is still in the back-ground. The pupil teachers as a rule, have taught the classes entrusted to them, successfully; and have at the same time, improved their own knowledge. The Branch Schools, with the exception of those at Bhewani, have well answered the purpose for which they were established, viz. to act as Rudimentary Schools and feeders to the main Schools.

General remarks on Zillah Schools.

13.—Educational Committees have been formed at all large towns where Zillah Schools exist. The members are the most influential men in the town, and the Head Master of the Zillah School acts as Secretary.

Local Committees Public Instruction.

The members of the Local Committees Public Instruction at Jhujjur are always ready to assist me in any plan for the welfare of the School. They hold periodical examinations, raise subscriptions for scholarships, and for paying the fees of poor students; and take the greatest interest in all School matters. Among the most active are Rai Pertab Singh, the President, and Moonshee Hurjewun Lall.

Local Committees Public Instruction at Jhujjur.

This Committee has not taken so active a part in the promotion of Education as it did formerly. The Tehseeldar and Qazi Nuzzur-oodeen still take some interest in the School.

L. C. P. I. at Rewaree.

L. C. P. I. Kurnaul.

This Committee has met more regularly than hitherto. Lalla Bunwari Dass is the most energetic. A subscription amounting to Rs. 150 for scholarships, has been raised by the members.

L. C. P. I. Jagadhri.

This Committee was formed a few months ago. They appear to take some interest in the School, and lately held an Examination, and distributed prizes to the successful scholars.

L. C. P. I. at Bhewanee.

With the exception of the Tehsildar, Pundit Jeydyal Singh, the members do not interest themselves in School matters. The Tehseeldar and Head Master have, however, induced them to raise a subscription of Rupees 366 annually for 5 years, in support of the Government male and female Schools in that city.

L. C. P. I. at Rohtuck.

The members of this Committee have entirely neglected their duties. They never meet, nor take the slightest interest in the welfare of the school.

L. C. P. I. Simla.

This Committee has been lately formed. The list of the members has not yet been gazetted.

TOWN SCHOOLS. Changes since last year and general Statistics.

14.—At the close of March 1865, there were 30 Town Schools, containing 3,107 pupils, with an average attendance of 2,383; and fees to the amount of Rupees 497-10 had been levied. There are now 31 Schools of this class, containing 3,248 boys, with an average attendance of 2,616. Rupees 585-10 have been levied in fees. The average cost of educating each pupil has decreased from 5-13-11, to Rupees 5-8-3. Only 2 Village Schools have attained to the higher grade, and one Town School has been reduced to the Village Grade. The system of employing pupil teachers to instruct the lower Classes, has been carried out with great success. Branch Schools have also been established in the more populated towns.

Town Schools. Umballa District.

15.—There are still 8 Town Schools in this District; the total number of boys has slightly fallen from 898 to 802, but the average attendance has improved. The amount collected in fees has risen from Rupees 64-2, to Rupees 109-11. Since the close of March 1866, 3 other Village Schools have been raised to the Town Grade, so that in reality there are 11 Town Schools. Of the old Schools, those at Sadhora, Ropar, and Shahabad, are decidedly the best.

Sadowra School.

The Sadowra school is one of the best in this Circle. The names of 94 boys are borne on the rolls, and the highest Class is the 1st. All the classes without exception, passed a highly creditable examination. Moulvi Kulundar Ali and his Assistant are excellent teachers.

Shahabad School.

There is also a capital school at Shahabad, containing 65 boys. The highest class is the 2nd. A new School house is required. The School is now held in a wretched building for which a monthly rent of Rupees 2 is paid.

Ropar School.

The Ropar School has a large attendance of 247 boys, the highest Class is the 2nd. Satisfactory progress has been made. The teachers are well qualified men.

Boorya School.

The Persian Department of this School has improved since last year. A better teacher has been appointed. The old School property has been sold to the Sirdar of Booriya, and a new School house erected outside the city. The attendance has decreased from 245 to 68, owing to the reduction of its Branch Schools, there being no funds to pay the Padhas.

Munni Mozra School.

The upper classes of this School have made fair progress; but the lower classes have been neglected; the names of 81 boys are borne on the register.

Radour and Ladwa Schools.

These 2 Town Schools are in a most unsatisfactory state. The teachers are not qualified for their posts. I have recommended the appointment of other men.

Bareilly, Khurrur, and Morundah Schools.

These 3 Schools have been raised to the Town School grade from the 1st April 1866.—Their progress has been most satisfactory.

Town Schools: Loodianah District.

16.—There were formerly only 2 Town Schools at Jugraon and Raikote, containing 236 boys, with an average attendance of 200. There are now 4 Schools of this grade; the Village Schools at Goojurwal and Dehroo being ranked as Town Schools. The total number of boys attending these Schools, is 484, with an average attendance of 405. Rupees 202 6 have been levied in fees.

Jugraon Schools.

The Jugraon still keeps its place as one of the best Schools in this Circle. 211 boys attend the main School and Branch. Most satisfactory progress has been made in all classes. Nund Ram, student of the 1st Class, gained the 1st prize for general proficiency,—value Rupees 35, at the Sudder examination.—Moulvi Shaikh Mahomed and Radha Kishun are well qualified and laborious teachers.—An English Department has been lately opened here, and 40 boys have commenced the Primer. Another wing will shortly be added to the School House.

Raikote School.

This is also an excellant School.—115 boys attend; the highest Class is the 1st. The upper classes were backward in Geography, but passed creditably in other subjects. Abdool Kareem is a good teacher.

Dehroo & Goojurwal Schools.

Both these Schools are making fair progress. Their attendance is 72, and 58 boys respectively.

Town Schools: Kurnal District.

17.—There are 2 Town Schools in this District, viz. at Kythul, and Poondree.

The attendance is 219. Rupees 57-11 have been levied as fees. The Chief Mohurrir for some reason of his own, has not included Paneeput among the Town Schools. He ought to have shewn 3 Town Schools instead of 2 in the returns, with an attendance of 382 boys.

Inspector reports that on the recommendation of Deputy Commr. this School has been allowed a further chance of keeping its place among Town Schools.—DIR. P. I.

The Kythul School contains 122 boys. The Persian and Nagri Departments are in a most healthy state, the highest class in both being the 1st. The teachers are competent men. The School House has been enlarged.—This is also a good School, and has a large attendance (163 boys). The highest Class is the 3rd. The transfer of the former teacher and appointment of Kirpa Ram, has proved very beneficial.

Poondree School.

It is Mr. Hutton's duty to see that the School is returned in the grade to which it properly belongs He has been addressed on the subject.—DIR. P. I.

This is denominated a Town School, but is far below the required standard, and should be reduced to the Village Grade. There are only 5 boys above the 6th Class. The Teacher—Gholam Hussen, has neglected his duties; very little progress was apparent.

Town Schools: Delhie District.

18.—In the Delhie District, the 6 schools at Soneput, Nujjufghur, Arab Serai, Bulubghur, Fareedabad, and Mehrowlie, were last year returned as Town Schools. Since then, no other schools have fulfilled the requisite conditions. The attendance has however increased from 482 to 533, and Rupees 65-15 have been levied in fees. The Fareedabad School is the best. 76 boys attend; the highest Class is the 2nd. Most creditable progress has been made. The School house is in bad repair and should be looked to.

Arab Serai School. This is also a good school. About 23 Shazadahs receive instruction with the other pupils, though as a rule, they are not punctual in attendance, or desirous to learn. Shafeek Ali Khan is a hard-working teacher. Mirza Ilahie Buksh is the patron of this School.

Soneput School. This school contains 80 boys—The highest class is the 3rd. I was much pleased with the progress made since last inspection. The people of Soneput are very desirous to have an English School.

Nujjufghur School. The names of 111 boys are borne on the rolls. The lower class of the Persian Department had been neglected. The Nagri Department under Pundit Salig Ram, has made steady progress.

Bulubghur School. This is a fair School, with an attendance of 83 boys. The inspecting Officers complain of the teachers not taking sufficient pains.

Mehrowlie. More progress is apparent in this School. than last year, the attendance has also improved, since the Deputy Commissioner issued an order that all Shahzadas under 20 years of age, must attend School or be fined.

Town Schools: Gurgaon District. 19.—These Schools (6 in number) are situated at the towns of Gurgaon, Pulwul, Noh, Sonah, Ferozepore, and Furrukh Nagur. The total number of boys attending is 712. Rupees 46-1 have been levied in fees.

Ferozepoor Jhirka School. The Ferozepoor School is still the best in the District. The highest Class is the 1st. Nund Kishore, a student of this Class, gained the 1st prize for general proficiency at the Delhie Sudder Examination, value Rupees 35. Satisfactory progress has been made in all classes. Moonshi Ramrichpal is a capital teacher, and takes the greatest interest in his work.

Pulwul School. This School is making fair progress; the highest Class in the Persian Department is the 3rd The Nagri Classes have improved wonderfully.

Goorgaon School. I was not satisfied with the progress of this School. Ten students of the 3rd Class took part in the Sudder examination. They however, gained a very low average of marks. The Persian Teacher, Abdool Quadir, should take more pains. He should also exercise some supervision over the monitors while engaged in tuition which he does not appear to have done.

Noh, Sohnah, Farukh Nugur Schools. These 3 Schools have improved since last year, the transfer of the former teachers at Noh and Sohnah was a judicious measure.

Town Schools: Rohtuk district. 20.—There are still 3 Town Schools in the Rohtuck district—at Bahadurgurh. Gohanah and Mehum. The attendance has slightly fallen from 265 to 247, Rupees 44-3 have been collected in fees. All 3 schools have made good progress.

Town Schools. Hissar District. 21.—There are 2 Town Schools in this district at Hissar and Hansie. The attendance has risen from 130 to 137. The amount levied in fees has increased from Rs. 37-11, to Rs. 55-1.

The Hansie School has made most satisfactory progress. The Hissar School is still very backward. Futeh Ali Khan, the old Persian Teacher, has resigned. The Persian Department will never make any progress, until a good teacher is appointed.

Town Schools. Sirsa District. 22.—The Sirsa Town school contains 64 boys. Rupees 4-10 have been levied in fees. The highest class is the 4th. There has been very little progress, owing to the incompetency and carelessness of the teachers. Chujjoo Mull, a student of the Honor class, Delhie Normal School, has now been appointed, and I hope that under his tuition, the Persian classes will make rapid progress.

Village Schools. General Statistics.

23.—At the close of March 1865, there were 441 schools containing 12,168 boys, and the average attendance for the whole year was 10,295. Rupees 992-1-10 had been collected as school fees. The number of schools has since increased by one, and the number of boys from 12,168 to 12,607, while the average daily attendance for the whole year was 10,147. Rs. 868-2-9 have been levied in fees. The cost of educating each pupil was Rupees 4-8-6. I will state briefly the progress of the village schools in each district.

Village Schools. Amballah District—their number and progress.

24.—There are 87 Village Schools in this district, containing 2,580 boys with an average attendance of 2,136 Last year there were 86 Schools, with an attendance of 2,596. Rs. 172-3 have been collected as school fees. The village schools are as a rule, making favorable progress. 3 schools, namely those of Bharielly, Khurrur, and Morindah were raised to the Town grade on the 1st April 1866. The schools at Belaspore, Bebyal, and Mailawallah will shortly follow their example. The attendance is highly satisfactory, there being on an average 30 or 40 boys in each school. The Deputy Commissioner complains of the want of funds to open new schools. His words are—" Had I funds, I could at once open 11 new schools, with an attendance of 427 boys." I have recommended the reduction of several schools, where the attendance was less than 14. The funds thus saved can be applied for the purpose of opening new schools in more promising localities. The teachers are for the most part, uncertificated men; as vacancies occur they will be sent for a course of training to the Dehlie Normal School. The School houses are in a fair state of repair—Sirdar Kewun Singh of Meloah has built a capital school house at his own expense.

Sirdar's School at Menowlie.

The Sirdar's School at Menowlie has not made satisfactory progress; but this is not owing to any negligence on the part of the teacher—Baboo Jumna Das, but chiefly in consequence of the extremely irregular attendance of the young Sirdars. The Deputy Commissioner has been compelled to recommend a revised arrangement for the instruction of all the young Sirdars (Wards of Court) in his district.

Village Schools Loodhiana district—their number and progress.

25.—In the Loodhiana District, there are 76 Schools of this class (one more than last year.)

The number of boys has increased from 2,089 to 2,127, with an average attendance of 1,777—Rupees 474-8 have been collected as School fees.—During the year under report, the Schools at Dehroo and Gujarwal have risen to the Town grade. The Schools at Raipore and Khunna, will now be rated as Town Schools, as they have fulfilled the required conditions. The Jamalpoor and Sawundee Schools will soon follow their example. 82 pupils of the 1st, 2nd, and 3rd Classes from 29 Schools, took part in the Sudder examination, and a large number of them passed creditably. Books and Maps have been liberally supplied. Advanced pupils of the upper Classes had been appointed to officiate as teachers, while many others had been sent as candidates to the Delhie Normal School.—On the whole, I am extremely satisfied with the healthy state of education in this district.

Village Schools. Simlah District—number and progress.

26.—There are still only 3 Village Schools in the Simlah District, situated at Kalka, Kotkhai, and Kukur Huttee. The Schools at Kalka and Kotekhai may be classified as *fair*, and the other School at Kukur Huttee *indifferent*; a new School House and a few huts for the accommodation of pupils who come from a distance, have been built at Kalka, at a cost of Rupees 500. The names of 117 boys are borne on the rolls of the 3 Schools; the average daily attendance is 91.

Village Schools Delhie District—number and progress.

27.—The number of Village Schools has risen from 62 to 65, and the number of boys attending them from 1,324 to 1,510—showing an increase of 3 in the number of Schools, and of 186 in the number of Students. The Nagri Schools of this district are in a flourishing condition, especially those at Narainah, Palum, and Bawanah. The

Persian Schools on the contrary, are very backward. Those in the Lursowlie and Bulubgurh Tuhsils are in a deplorable condition, and the teachers are for the most part incompetent. The Deputy Commissioner writes as follows :—" I think we are very much in want of better Maps for our Vernacular Village Schools. In many Schools I have visited, the maps in use are almost unintelligible. Boys point to Bombay in the middle of the ocean, because the name is printed there, and so on.

Village Schools Kurnal District—number and progress.

28.—There are 60 Village Schools in this district (one more than last year) 1,218 boys attend; the average daily attendance is 1,052. Rupees 51-2 have been collected as School fees. These Schools appear in a declining state, very little signs of progress are apparent. In a great many schools, the same boys and in the same class, appeared for examination. The returns of average daily attendance also appear untrustworthy. The Pehoah School will, I hope, soon attain to the Town Grade ; the Schools at Jhoondla, Gharonda, Fareedpore, Babail, and Futehpore are however making good progress. Good Nagri Maps are much required. The Tehsildars should make efforts to improve the attendance of Village Schools, the general average being only 16 or 18 in schools.

Village Schools. Goorgaon district—number and progress.

29.—In the Goorgaon district, the number of Schools has fallen from 81 to 80 ; but the number of pupils has risen from 2,764 to 2,979, with an average attendance of 2,291. Fees to the amount of Rupees 52-15, have been collected. Fair progress has been made during the past year. The schools of the Jharsa and Noh Tehsils are in a satisfactory condition. The best schools are at Bajgheera, Ghurhee Hursaroo, Jaoroo, Hutteen and Badshahpore. In the Pulwul tehsil, the schools are well attended, but their progress in study is unsatisfactory. The Ferozepore schools, with the exception of Poonahanah and Raneealah, are in a declining state. The native officials of this District have not taken that interest in the cause of education, which I had expected of them ; especially, those native gentlemen who received Khilluts and Sunnuds for their exertions in past years.

Village Schools. Hissar district—number and progress.

30.—There are 21 schools in this district—3 less than last year. The number of boys has fallen from 648 to 485, and the average attendance from 506 to 418. Rupees 23-4 have been collected in school fees. The reasons for decrease in attendance are, that last half year, it was discovered that the School Master at Tosham used to enter a larger number of boys attending his school than really did. The reduction of 3 schools has also caused a decrease of 31 pupils. The Sohanah school is the best. It has fulfilled the conditions of a Town School. The other schools mostly are backward, and badly attended.

Village Schools. Rohtuk district—number and progress.

31.—There are 38 schools in this district (one more than last year.) The number of boys has increased from 895 to 1,116—and the average attendance from 700 to 779. Rupees 25-12-9 have been collected as school fees. There is a marked improvement in many schools since last year Several which were then classified as *bad*, are now in a healthy condition. The village school at Beri, will I hope, soon fulfil the conditions of a Town School. Kunhiya Lall, a student of the Honor class, Delhie Normal school, has been appointed Teacher. There is also an English class taught by a monitor. The Jaksee, Loth, Mandotee, Badlee, and Patowda schools are the most advanced. There is still a scarcity of good teachers in this district.

Village Schools. Sirsa district—number and progress.

32.—The village schools of this district are making fair progress, especially the schools at Dubwalee and Sohoowallah. The attendance of all the schools (with one or two exceptions) is highly satisfactory. It is to be regretted that men of a better class cannot be induced to take teacherships in this district. There are now 12 schools of this class, which contain 475 pupils. The average daily attendance is 139. Rupees 61-15 have been collected as school fees.

Female Schools. General Statistics.

33.—At close of March 1865, there were 113 female schools, containing 1,711 girls, with an average attendance of 1,325. There are now 158 schools, attended by 2,702 girls, with an average attendance of 1,792. The average cost of educating each girl is Rupees 4-14-9. The number of Hindoo scholars have greatly increased since last year: the majority of the pupils were Musulmanees. At the request of the patrons, I examined a great many of these Schools in the Districts of Delhie, Rohtuck, Gurgaon, Hissar, Sirsa, and Loodiana. In Amballa and Kurnal the people are still very shy, and averse to Government inspection.

Female Schools. Amballa District.

34.—In the Amballah District at the close of last year, there were 22 Schools containing 405 girls, with an average attendance of 358. There are now 21 Schools, containing 36 girls, with an average daily attendance of 345. One School has been reduced owing to difficulty in procuring a qualified teacher. I was not asked to visit any of them. Some sort of supervision is certainly required. The Chief Mohurrir appeared to be quite ignorant as to their progress. The patrons even could not give you any information, beyond that a certain number of girls attended Schools.

Female Schools. Loodianah District.

35.—Last year there were 9 Schools containing 145 girls, with an average attendance of 154. There are now 16 Schools containing 298 girls,—of these 280 are Mahomedans, and only 18 Hindoos. I examined several schools at Loodianah with the assistance of my Serishtadar. The Schools taught by Sudaroo-deen and Ahmud Shah, are making fair progress.—Several girls had finished *Hadya Hadi* and *Dhurm Singh ka-kissa*, and could write easy words, and count up to 100. Sewing is also taught. Not much progress was apparent in the other schools. The teachers have neglected their duties.

Female Schools. Delhi District.

36.—The number of Female Schools has increased from 15 to 19, the number of girls from 252 to 300, with an average daily attendance of 226. The cost of educating each girl is Rupees 12-10-6 being 5 times as much as it is in the Gurgaon and Loodianah Districts, where it is only Rupees 2-14-2 and Rupees 2-11-1 respectively.—I examined 10 of these Schools, and was much pleased with the intelligence displayed by the little girls. The growing desire of the natives to have their Zenana Schools visited by Government officials, is very encouraging.

Hajee Begum Zenana School.

Of the Dehlie Schools, the Hajee Begum School is decidedly the best; 3 girls could read and translate the 1st Chapter of Gulistan, and 11 others had finished the *Hakaikool Mojudat*, and appeared to understand what they had read.—They could write with tolerable accuracy from dictation, and work sums, as far as simple Division. Lace-making is also taught.

Lallah Wazeer Singh's Female School.

The next best School I visited, is a private one established by Lallah Wazeer Singh, and kept up entirely at his expense This School was opened in August 1861, and since then the whole expense (Rupees 15 P. M.) has been defrayed by the Lallah—18 girls attend.—All the girls could read easy Oordoo books. Their writing and spelling were also fair.—They could point out places in the Map of Punjab, and knew the multiplication table.

Peepul Mahadao Zenana School.

The Peepul Mahadao School under the patronage of Raja Devi Singh and Saligram, is making fair progress. 22 girls attend (all Hindoos).—There is also a School under the care of Munshi Jewun Lall.—It is however badly attended.—3 girls had made fair progress.

Munshi Jeevan Lal's Zenana School.

Arab Serai School.

This school is under the patronage of Mirza Ilahi Buksh, 40 girls attend; chiefly members of the ex-royal family. This is the most advanced school in this circle. The girls read and translate Gulistan, could answer questions on Indian History, work sums in the simple rules, and write correctly from dictation. Their penmanship was very neat. There are several other good schools in Dehlie and Bulubhgurh, under the care of Seerajoodeen the Naib Mohurrir.

Female Schools, Kurnal.

37.—These schools have increased from 17 to 19, attended by 217 girls. Of these 44 are Hindoos and 173 Mahomedans. I was not asked to visit any of them. The Deputy Commissioner writes as follows :—"These schools might be greatly increased, were there funds available, as the desire for their establishment is becoming more general. There is of course a great disadvantage in their not being open to inspection. In a few instances, inspection has been invited by the people, but they would have great objections to these institutions being formally placed under Government Officials"

Female Schools, Gurgaon district.

38.—Female education has been making rapid strides in this district, owing to the great interest taken in the movement by Major Cripps the Deputy Commissioner. He has been well assisted by Pundit Hurrick Chund the Judicial Serishtadar. The number of schools has risen from 34 to 65, and the number of girls attending them from 440 to 1,104. The average cost of educating each girl is only Rupees 2-14-2. Village school teachers are encouraged to open Female schools, in connection with the Male schools, and receive a small stipend in addition to their pay. This plan has been most successful. There are now 795 Hindoo, and 309 Mahomedan girls under instruction. In the town of Farukhnagur alone, there are 8 Female schools attended by 160 girls. The Rewaree and Hursaroo schools are the most advanced. I visited the schools at Rewaree, Khansah, Hursaroo, Gurgaon, Sohnah, Ferozepur, Furrukhnagar ; and was much pleased with the progress of the little girls.

Female schools. Rohtuk district.

39.—At the close of March, 1866, there were 10 schools attended by 170 girls, or 20 less than last year. Since then however another school has been opened with an attendance of 33 girls, owing to the exertions of Usuf Khan, a resident of Dadree. I examined the Bahadurgurh school, and one or two others. Female education is not making much progress. This may chiefly be attributed to the great aversion of the Jats (who comprise the mass of the population) to send their children to school, considering that their services are more urgently required in agricultural and pastoral pursuits. One school at Rohtuk has been closed, owing to the misconduct of the mistress.

Female Schools—Hissar District.

40.—There are 3 female schools in this district containing 51 girls. Two private schools have also been started at Hissar, at the expense of private individuals, on the understanding that from the 1st April, Government should give a Grant-in-aid equal to the private subscription ; and that from the 1st May next, the Municipal Fund shall relieve private subscribers of their burden. The schools I visited are getting on pretty fairly.

Female Schools—Sirsa District.

41.—The number of Schools have risen from 3 to 5, and the attendance from 54 to 190 girls. I examined 3 Schools situated in the town of Sirsa. They had been opened lately—the progress made in the Hindoo Schools was creditable to the teachers.

Jail Schools—General Statistics.

42.—There are 6 Jail Schools, viz: at Amballa, Loodhianah, Delhie, Hissar, Rohtuk and Sirsa. They contain 716 pupils. Their studies are mostly rudimentary.

Delhie Jail School.

In this Jail, 70 prisoners are under instruction. Those whose age exceeds 40 years, are not required to attend school. There is also a Class containing 20 boys. 41 adults read Persian, and 29 Nagri—13 can read pretty fairly, the rest are only beginners. The boys' class have made some progress in reading and writing. They also know a little Arithmetic. The prisoners are instructed in squads for one hour daily.

Hissar Jail School.

Sixty eight prisoners are under instruction ; 40 learn Persian, and 28 Nagri.—Eight could read Kareema, and Punjab Singh fairly. The others were learning the alphabet. The Nagri pupils do not appear to be making much progress. 2 could read with difficulty. A prisoner of the name of Abdoolah acts as Persian Monitor. Jowahir Burkundaz teaches Nagri. Fazul Hoosein the Persian Teacher, has been dismissed ; and the work of tuition is now entrusted to the Jail Burkundazes.

Sirsa Jail School.

In this Jail, there are 186 prisoners under instruction,—of these 124 read Persian, and 62 Nagri. In the Persian Department. 29 could read such books as Punjab Singh, Geographia Hind, fluently. They also knew the Multiplication Table. 9 of the Nagri scholars could read pretty well. The Teacher Mahomed Khan has taken pains. Three of the most advanced pupils are engaged as Monitors. This is the best Jail School which I have seen.

Rohtuk Jail School.

Ninety-five prisoners are studying Persian and Nagri. Very little progress is apparent. 5 men could read a little. A Teacher (Ganeshi Lal) has lately been appointed on Rupees 10 per mensem.

Amballah Jail School.

329 Prisoners are under instruction, 230 read Persian ; and the rest Nagri. The teacher Mahomed Ahsan, is assisted by 5 Persian and 2 Nagri Monitors, who knew something of reading and writing before their commitment to prison. About 20 could read fairly, the rest were only beginners.

Loodianah Jail School.

This school was re-opened on the 16th August 1865. 44 Prisoners are under instruction, and are taught by Abdool Azeez, a Jail Burkundaz. Ten men could read a little A regular teacher should be appointed.

Aided Schools.

43.—These are divided into 4 classes—viz: (1) Elementary English schools, connected with Government Vernacular ones ; (2)—Mission Colleges and Schools; (3) Female Training schools ; 4—Vernacular schools. I will speak of each in order.

Elementary English Schools.

General Statistics.

44.—At the close of 1864-65, there were 15 Schools of this Class, containing 893 students with an average attendance of 706. There are now 16 Schools containing Scholars with an average attendance of The new School has been opened at Bahadurgurh in the Rohtuk district.

Amballah district.

Elementary English Schools.

School Ropar.

45.—The Ropar School is the best in this district.—The highest class is the 5th—most satisfactory progress has been made.—Raja Rampershad, a student of the Mission high School at Benares, has lately been appointed English Teacher, vice Beni Ram resigned.—Last year I recommended * that this School should be raised to the Zillah grade, and be reckoned as the Zillah School for the Loodhianah district.—The Tehsildar Moonshi Hamid Ali, takes the greatest interest in all School matters.—He has raised a subscription of Rupees 422 for the purpose of establishing a School library, and adding an extra wing to the School building.

* *So many projects involving extra Expenditure being already before Supreme Government and not finally decided, it was not thought desirable to bring this forward last year; but it has been borne in mind*—DIR. P. I.

Boorya School.

This School is progressing fairly. 68 boys attend.—The highest class is the VII. The English Teacher, Shimbhoo Nath, has taken pains.—A new School house has been built outside the City.

Munnee Mazra School.

The names of 40 boys are borne on the rolls.--The inhabitants have raised a subscription of Rupees 15 P. M. and the Deputy Commissioner has applied for a equivalent grant from Government which will be available on the 1st May 1866.—An English teacher was appointed on the 8th September 1865, and already 40 boys have commenced English.

Kurnal District—Elementary English Schools.

Kythul School.

46.—There are 2 Schools of this class in the Kurnal district—viz : at Kythul and Paneeput.—The Kythul School contains 66 boys, the highest class is the 6th. Manohur Lall the English Teacher, was educated at the Kurnal Zillah School.—He has worked hard to bring the classes up to the proper standard. Fair progress has been made.

Paneeput School.

This school has made remarkable progress under the good teaching of Pundit Bunwari Lall, the English Master. 112 boys attend; the highest class is the 6th. The Pundit has compiled a very useful little Book of Oordoo and Hindi poetry, explaining English Grammatical and Geographical terms, which the pupils have committed to memory.

Pehoah School.

Not finally sanctioned—Provision made in Budget of 1866-67, but funds not yet granted by Supreme Government.—DIR. P. I.

Another English School has lately been started at Pehoah, where a local subscription of Rupees 15 per mensem has been raised, and a equivalent Government grant sanctioned from the 1st May 1866.

Dehlie District—Elementary English School.

Arab Serai School.

47.—The Arab Serai School, under the patronage of Mirza Ilahi Buksh, has not made much progress, owing to the resignation of the former Teacher, and the appointment of another who proved quite incompetent for the work.—The Deputy Commissioner has now however dismissed him, and given the post to a matriculated Student of the Dehli College.—The highest class is the 9th. Subscriptions have been raised at Soneput and Farcedabad for English Schools, and provision has been made for their support in the Budget for 1866-67.

Gurgaon district Elementary English Schools.

Gurgaon School.

48.—These schools are 6 in number, and are situated at the towns of Goorgaon, Pulwul, Noh, Sohnah, Ferozepoor, and Furrukhnagur. The Goorgaon school is the most advanced, the highest class being the 3rd—67 boys attend. The boys have been pushed on too rapidly before they had sufficiently mastered the subjects of the lower classes. Otherwise the progress was fair.

Pulwul School.

The Pulwul school is getting on capitally. The highest class is now the 5th—Mool Chund is a laborious teacher.

Ferozepur, Furukhnagur, Sonah, and Noh Schools.

Of the other schools, the Ferozepur and Furukhnagur schools are progressing favorably, while those at Sonah and Noh have improved somewhat since last inspection. The school houses of this district are fine commodious buildings, and well furnished.

Rohtuk District Elementary Eng. Schools.

Bahadurgurh School.

49.—The English Schools at Bahadurgurh and Gohanah are making good progress. The Bahadurgurh school was opened a year ago. 45 boys are learning English; the highest class is the 9th. Ahmud Hussain the English Teacher, was educated at the Kurnaul Zillah School.

Gohana School.

The Gohana School, under Badami Lall, has improved greatly, the highest class is now the 6th. 50 boys are learning English.

Hissar District—Elementary Eng. Schools

50.—There are 2 Schools of this description in the Hissar District—at Hissar and Hansie.

Hansie School.

The Hansie school has made creditable progress under Jugun Nath.—31 boys attend; the highest class is the 6th.

Hissar School.

The Hissar School has laboured under great disadvantages, owing to frequent changes of teachers. On this account, not much progress is apparent. The present Teacher Pyari Lall is a fair English scholar, and has had some experience in tuition. 40 boys are learning English.

Sirsa District Elementary English School.

51.—The English School at Sirsa is in a flourishing condition.—55 boys attend. The highest class is the 5th. Joy Chunder Mookerjee has discharged his duties to my entire satisfaction. The grant given to this School has been raised from 30 to 50 Rs. Baboo Piyari Mohun, the Head Clerk of the Deputy Commissioner's Office, takes great interest in the progress of the English Scholars.

Loodianah District Aided Vernacular School.

52.—This School was started last year, chiefly for the education of the sons of the Native Amla. It enjoys a Grant-in-aid of Rupees 15 per mensem. The names of 65 boys are borne on the register—the average daily attendance is 53. The highest class is the 5th. Most satisfactory progress has been made. Abdool Hamid the teacher is a good Persian Scholar.

St. Stephen's Mission College—Delhie.

53.—The Delhie Mission College maintains its high character. The Revd. R. Winter, the late Principal, was compelled to take sick-leave and return to England; since he left, the school has been ably conducted by Mr. Smith White. Two pupils matriculated at the last Entrance Examination Calcutta University. They are now studying in the Delhie Government College. The Entrance class for this year contains 17 pupils. Mr Smith White has introduced several changes in the scheme of studies, with the object of improving the Vernaculars, which I consider as improvements. He has made it a rule that in the lower classes (i. e. from the 10th to 6th) only Urdoo Books should be read, and Persian quite excluded. From the 6th to the 3rd Persian is taught, and in the 1st and 2nd classes Arabic. His theory is, that if a boy goes steadily up the School, he will have attained a good and sound knowledge of his own language by the time he reaches the 6th class; then for a couple of years, he will devote himself to the study of Persian; and by the time he goes in for the Entrance Examination, he will have a fair elementary knowledge of Arabic. The names of 281 boys are borne on the rolls; there is also a good Branch school containing 82 boys; fees to the amount of Rupees 440 have been levied during the past year.

American Mission School—Loodianah.

54.—This institution is under the superintendence of the Revd. Mr. Henry. The names of 329 boys are borne on the rolls. The average attendance is about 285. About Rupees 43 are levied monthly in fees. There were formerly 2 distinct Departments,—the English and Persian,—but Mr. Henry has very wisely formed them into one, and divided the pupils into 16 classes according to their abilities. The highest class is quite equal to a 2nd class of Zillah Schools. At the last October Examination, this school sent up 11 pupils for the High standard, and 24 for the Lower standard papers. Satisfactory progress has been made. The educational staff is a large one. The Head Master Bhuban M Bose, was educated at Dr. Duff's school in Calcutta. He is an intelligent well informed native. Four Branch Schools have also been started in different quarters of this City and are intended to act as feeders to the main school. They contain 404 boys.

Amballah City Mission School.

55.—This school is under the superintendence of the Revd. R. Thackwell. There are altogether 394 boys in the main school and Branch, the average daily attendance is about 290. The pupils of the 1st class (3 in number) are preparing themselves for the Entrance Examination Calcutta University, for 1866. Two boys take up Persian and the other Sanscrit as the second language. They will have to work very hard if they hope to matriculate this year. Fair progress has been made in all classes.

Amballah Cantonment School.

56.—This School contains 108 boys, the average daily attendance is 84. The highest English class is the 2nd, and is equal to a 5th class of Zillah Schools. The boys could read English fairly, and could parse; but had no idea of translating from English into Urdu. They were well up in their Persian studies. There are 4 English Teachers on salaries varying from 40 to 7; and 2 Persian ones on Rupees 10 and 8 respectively. The Revd. R. Thackwell also superintends this school It enjoys a Government grant of Rupees 100 P. M.

Kotegurh Mission Schools.

57.—There are altogether 198 boys, and 55 girls under instruction, in the Kotegurh Mission School and its 10 Branches in the neighbouring Villages. The Reverend Mr. Rebsch, the Missionary in charge, says that the attendance is much better in the cold season, when he has upwards of 300 pupils. The 1st Class containing 6 boys, were reading the Insha Kherud Afroze, in Urdu, and the Old Testament in Hindi. They could work sums in simple Proportion, and knew

the outlines of Geography. The studies of the other classes were chiefly rudimentary. The girls are making fair progress, they are taught reading and writing in Hindi, a little Arithmetic, singing, and needle-work.

Sunawur School.

58.—This School is under the superintendence of the Principal of the Lawrence Military Asylum, and is chiefly intended for the instruction of the children of Native Servants employed in that Institution. It enjoys a Government grant of Rupees 25 P. M. The names of 30 boys are entered on the roll. The English Teacher Abdool Raheem, in addition to his other duties, acts as Moonshee to the Lawrence Asylum.

Fair progress has been made. Kali Chund, the contractor of the Asylum, takes great interest in the welfare of the School.

Delhie Female Normal School.

59.—This is a most useful institution under the superintendence of 2 ladies connected with S. P. G. Mission. I found 21 women present, out of 26 under instruction. They could read such books as Wakaiat-Hind, and Punjab Singh fluently. Their dictation and penmanship were also very good. They possessed a fair knowledge of the Geography of Asia and Hindoostan; and could work sums in the Compound Rules with tolerable accuracy. There is also a Girls' Day School attached to the Normal School, attended by 26 girls. The Normal students instruct the little girls for several hours daily under the eye of the teachers. A grant-in-aid of Rs 75 per mensem for the women, and Rupees 25 for the girl's School, is received from Government. 5 students are now prepared to take appointments, 2 have already been appointed Zenana School teachers in the Rohtuck district.

Loodhiana Female Orphanage.

60.—The Female Orphanage, under the superintendence of the Revd. Mr. Rudolph, is making most favorable progress. 49 girls attend, of whom 46 are boarders. Since my last visit, 4 Orphans had been admitted, and a few had married and left School. The management of the School is now entrusted to Mr. and Mrs. Myers who have lately joined the Mission. The upper girls read and wrote from dictation very creditably, they could also work sums in Fractions and the Compound Rules. They also sung German Melodies set to Urdu words, very sweetly. Needle-work is also taught. The children appeared happy and contented. The School house and premises are in capital order.

Adult Schools.

61.—There are 3 Schools of this class at Jagadhri, Goorgaon, and Jhujjur. Tolerable progress has been made, the attendance is however very irregular.

Schools in the Independent States of Nabha, Kotla, Putteala, and Patowdie

NABHA SCHOOL.

62.—The Nabha School has been for some time without a teacher, and has therefore made little progress in English. Munshi Wazeer Ali, the English master, was dismissed from the service of the Rajah by order of Government. Another Teacher should be appointed without delay; good progress has been made in Persian; about 100 boys attend.

Putteala School.

There is a well attended school at Putteala containing 300 pupils. They read English, Sanscrit, Arabic, Goormukhee and Persian. The Educational Staff is a large one, and the teachers well qualified men. An English Teacher has lately been appointed.

Satisfactory progress has been made in the Vernaculars.

Maleir Kotla Schools.

The Anglo-Vernacular School at Kotlah is progressing favorably. The Nawab of Kotlah, and Munshee Kunhiya Lall, the guardian of the young Nawabs, take great interest in the School. I was pleased with the result of the examination in English and Persian. Several Village Schools have also been started by Munshi Kunhiya Lall. Altogether 300 boys are under instruction.

Patowdie Schools.

These Schools 9 in number, are getting on fairly. A few boys have commenced English. They are taught by the tutor of the young Nawab. The Scheme of studies for Government Schools has been introduced. About 200 boys attend the main and Village Schools.

Delhie Normal School.

63.—The Delhie Normal School has for the greater portion of last year, been under the care of Pundit Jai Narain, the Head Master of the Rohtuk Zillah School; the services of Munshi Pyari Lal, being required in the Delhie Zillah School, Hidayutoolah a matriculated student of St. Stephen's Mission College, has been appointed English Teacher. The salaries of several of the teachers have been increased. The course of studies has been altered in accordance with the new Manual for Normal Schools. Preparatory classes have been formed at the Principal Zillah Schools as Rewari, Rohtuk, Kurnal, &c., where a preliminary course of instruction is given to those students who are not qualified to pass the Entrance examination for the Normal School. The Normal School Proper, now contains 3 classes only, and the course of instruction extends over 3 terms of 6 months each. In addition to the former studies, a little English and Arabic are now taught. Only 4 grades of certificates are now awarded to successful students. (The distinction of Town and Village grade certificates having been done away with.) The following abstract will shew the number of students who obtained certificates of different grades during the year under report. These certificates were given on the old system which was in force before the issue of the new Manual for Normal Schools:—

Date of Examination.	1st Town grade.	2nd Town grade.	3rd Town grade	1st Village grade.	2nd Village grade.	3rd Village grade.	Number passed.	Number failed	TOTAL Candidates.
April 1865, ...	7	4	2	8	16	5	42	27	69
October 1865, ...	...	3	3	2	5	3	16	57	73
TOTAL, ...	7	7	5	10	21	8	58	84	142

Pundit Jai Narain, the officiating Head Master, and his subordinates, deserve the greatest credit for the efficient manner in which they have performed their duties.

Deserving Pupils of Town and Elementary English Schools sent as scholarship holders to the Dehlie Zillah and Normal School.

64.—From the funds put at my disposal for that purpose, I selected a number of the most advanced and well behaved pupils of Town and Aided Schools, and sent them on small scholarships to the Dehlie Zillah and Normal Schools.—Several of these have obtained teacherships, 2 have entered the Roorkie College, and the rest are still continuing their studies at those institutions.

Educational Durbars.

65.—Owing to the extreme heat, I was not able to hold the usual grand Durbars at Dehlie and Amballah. Public distributions of prizes were however held at the head quarters of each district, by Deputy Commissioners, and Khilluts and Sunuds given to those native gentlemen who had exerted themselves in the cause of education.

Favorable notice of Chief Mohurrirs.

Bhugwan Dass, Dehlie; Umar Nath, Goorgaon; Ghoolam Hyder, Amballa; Gholam Husain, Loodiana.

66.—The Chief mohurrirs of the Dehlie, Gurgaon, Amballah, and Loodhiana districts have discharged their duties satisfactorily.—The Chief Mohurrir of the Rohtuk district also deserves favorable mention.

Favorable mention of Deputy Inspector and Office Establishments.

67.—Munshi Buldao Sahai, the Deputy Inspector, has discharged his duties in his usual energetic and highly satisfactory manner.—He inspected several districts during the hot weather, and accompanied me in my tour through all the districts of this Circle, except Simlah.—I regret to say that his pay has not been increased, although he richly deserved it, owing to there being no funds available for the purpose.

My English Clerk, Baboo Hurjus Rai, has performed his Office work to my entire satisfaction.

The Serishtadar—Moulvi Hoosain Bux—also deserves commendation.

Personal movements.

68.—During the hot season I visited the Zillah Schools twice, and inspected the Schools of the Simlah district, including the Sanawur Military Asylum, and the Roman Catholic Orphanage at Simla, and Kotgurh Mission. I also held written examinations of all the Zillah and Town Schools in this Circle.—During the cold season I marched over 8 districts, and thoroughly examined all the English Elementary and Vernacular Schools with a few exceptions. I also visited the Schools in the Independent States of Puttealah, Nabha, Kotla and Patowdie.

69.—In conclusion, I beg to offer my best thanks to the superior Local Authorities in the districts of my Circle, for the kindness and great assistance I have received from them, during my tour of inspection through the districts over which they preside. I annex the usual list shewing the names of native officials and others who have exerted themselves in promoting the cause of education.

LAHORE CIRCLE.

INSPECTOR,—C. W. W. ALEXANDER, Esquire,

I have the honor to submit my report on the progress of Educational Institutions in the Lahore Circle, during the year 1865-66.

Transfer of the Mozuffurgurh District to the Frontier Circle.

2.—First I may mention that the extent of the Circle has been reduced by the transfer, from it to the Frontier Circle, of the Mozuffergurh District. This transfer, which took effect from the end of October, has removed 36 Village and one Town School from my supervision, and has to a very considerable degree lightened my work of inspection.

Inspector's movements.

3.—Seven of the 9 districts, now composing this Circle, have been marched over by me during the year, and nearly all the Schools in them carefully examined. The Kangra district I visited in May and June last, and the others during the cold season. The two districts of Mooltan and Montgomery alone occupied me about 7 weeks, although I halted very seldom, and made unusually long marches. The districts that I have not visited this year, are those of Hooshiarpoor and Jullundur. Altogether I have examined 16 Town, 441 Village, and 20 Female Schools, besides of course all the Zillah and Grant-in-aid Schools with one or two exceptions amongst the latter.

Preparation of Urdu Mathematical Manuals.

4.—Besides my active work of inspection, I have been engaged during part of the year in preparing new Text books for our Vernacular Schools. The very indifferent Urdu Manuals of Arithmetic and Algebra used in our Schools, have long attracted my attention, and I determined to endeavor to improve on them. I accordingly commenced in October, and, with the assistance of Pundit Mokund Lall, as Urdu writer, completed a new Manual of Arithmetic which is now being printed. After finishing the Arithmetic, I set to work with an Algebra, of which the first two parts—including Equations, Ratio, Proportion and Progressions,—are ready for the press. The third part, completing the subject, will be finished I hope by the end of June, and I then intend to proceed with works on Trigonometry and Mechanics, which will complete a series of Vernacular Manuals for all the Mathematical subjects taught in the Normal Schools. I must here acknowledge the valuable services rendered me in this work by Pundit Mokund Lall, who has shewn both industry and intelligence.

Deputy Inspector's work.

5.—Moulvie Kureem-ud-Deen, my Deputy Inspector, has been active in the discharge of his duties during the year. He accompanied me during the greater part of my march, and at other times was moving about in other directions. He is now on his way to take part in a Social Science meeting at Goordaspoor, after which he will visit and examine the Schools of the Hooshiarpoor and Jullundur districts, which have not come under my inspection during the year. Moulvie Kureem-ud-Deen has been busy in his leisure moments in completing the work on Teaching which has occupied his attention, as well as mine for the last two years. It has been very carefully compiled, and is now ready for the press. I have no doubt it will prove a valuable aid to the teachers, who are as a body, terribly ignorant of the duties and responsibilities of their Office. I look upon Moulvie Kureem-ud-Deen as one of the most useful and intelligent servants of Government that I have met.

Written examinations.

6.—Written examinations have been held as usual. In June I held the half-yearly examination of Zillah Schools, in which Mr. Beckett, Officiating Inspector of the Frontier Circle, was good enough to assist me. The upper classes of all the Town and the higher grade of Village Schools in the Lahore, Amritsur, Goordaspoor, Mooltan, and Montgomery districts were examined in February at Amritsur; and about the same time it was my intention to hold an examination of all the Schools of the Jullundhur Division at Jullundhur, but in accordance with the wish of the Commissioner Mr. Forsyth, this examination was put off until next cold weather. These will be examined by written papers

as soon as I am free from the half-yearly examinations of Zillah Schools next month. Of the answering at the above named examinations, I shall have to speak when I come to treat of each class of Schools.

Educational Durbar at Amritsur.

7 —One Educational Durbar only has been held in this Circle during the year.—This was in connection with the Social Science Congress held at Amritsur in February. It was immediately preceded by the examination of the Vernacular Schools mentioned above. Most liberal and hospitable arrangements for the reception and entertainment of the boys having been made by the Municipality of Amritsur. The Durbar was presided over by Mr. Roberts, the Judicial Commissioner, and was largely attended by the Native gentry of Lahore and Amritsur, the Lumberdars and Chowdrees of the Lahore and Amritsur Divisions, and by many of the English Officers of Lahore and Amritsur, and the neighbouring Stations.

General Statistics.

8.—The whole number of Schools of all kinds in this Circle, not including the Lahore College, at the close of the year, was 1,431—of which 741 were for boys, 678 for girls, 15 for Adults. This contrasts with a total of 1,089 Schools in previous year—that is, 736 for boys, 410 for girls, and 13 for Adults The number of pupils entered on the Register was 45,370; and the average daily attendance 38,173—shewing an increase of 3,813 in the whole numbers, and of 3,387 in the attendance, as compared with the previous year.—The number of English Scholars has increased from 3,642 to 6,126, and the amount realized in fees has increased from Rs 11.562 to 12,199.

Statistics of Government Schools.

9.—Of the above Schools, altogether 853 institutions are directly subordinate to Government.—This, allowing for the transfer of the Mozuffurgurh District, shews a reduction in the number of Schools of 3, caused by the closing of seven Village Schools in several of the Districts, and the establishment of 4 new Girls' Schools.—The number of names entered on the books of these Schools amounted to 33,714, and the average daily attendance to 28,447, corresponding with 32,594, and 27,563 at the close of the previous year; and shewing an increase of 1,120 in the number of pupils and 884 in the average daily attendance.—The number of English students increased during the year from 2,420 to 3,031, and the fees realized in the year amounted to Rs. 7,725, or nearly Rs. 300 more than in the previous year. The Government Schools are divided into the same classes as before, namely—District, Town, Village, Jail, Female, and Normal Schools.

10.—In looking at the proportion in which the different religions are represented in Government Schools. I find that in the Zillah Schools the proportion of Mahomedans has increassd about 6 per cent over last year, and that of Hindoos has suffered a similar decrease, the former being 25, and the latter 67 per cent. of the whole—In the Vernacular boys' Schools, the proportion of Hindoos and Mahomedans have both slightly declined; and that of Sikhs increased.—In the Female Schools, the proportions are much the same as last year, as they are also in the Normal Schools. Taking all the Government Schools together, the proportions of the different creeds are but little changed.

Zillah School.

11.—There are the same 8 District Schools this year, as in the one preceding it. The number of boys in this class of Schools has very largely increased, there being 3,188 names on the books, and an average daily attendance of 2,615, compared with 2,556 on the books, and 2 112 in attendance in the previous year. All the Schools shew some improvement, but the greatest increase has taken place at Hooshiarpoor, Buttalla, Noorpoor, and Rahoon, as will be explained hereafter.—None of the Schools have less than 200 pupils.—The number of English Scholars has increased from 1,847 to 2,103, and the amount realized in fees from Rs. 4,926 to Rs. 5,161.—The whole cost of the Zillah Schools during the year was Rs. 66,875 or about 9,600 more than in the previous year, nevertheless the average cost of educating each boy was nearly 2 Rs. less, and will I anticipate continue to diminish.

General progress.

12.—The progress made in the Zillah Schools has been on the whole satisfactory. The Departmental examinations have been held as usual, and exhibit creditable results. In the Entrance Examination to the Calcutta University, however, a very large number of candidates failed, a result which was very disappointing to the men themselves and to their teachers, but which could not be otherwise than gratifying to those who desired to see the University maintain a proper standard for their examination, which had for one or two years been growing much too low. The sudden return to a higher standard threw out many youths, who trusting to the lower rate of former years, presented themselves for examination before they were fitted for it. In this Circle the Amritsur School alone succeeded in passing some of its pupils, three out of 9 having been placed in the 2nd Division. Looking to the lower classes, it will be seen from the return of boys entered in each class, that considerable advance has been made. This would have been still more conspicuous, were it not that in the new Branch Schools at Hooshiarpoor, Buttalla, and Noorpoor, want of funds has prevented my appointing English teachers, and consequently boys who are really fairly advanced in Urdu and Persian are put down in the lowest class.

Annual Law Examination.

13.—The Annual Law Examination did not produce so many or so good candidates as in former years. This may perhaps be correctly attributed to the fact that the young men who passed successfully in former years, did not derive the benefits they expected from their success. I annex as usual a statement shewing the number of Candidates for examination in each subject, and the number who obtained Certificates of proficiency :—

Schools.	Civil.		Criminal.		Revenue.		General.	
	No. of Candidates.	No. who obtained certificates.	No. of Candidates.	No. who obtained certificates.	No. of Candidates.	No. who obtained certificates.	No. of Candidates.	No. who obtained certificates.
Lahore, ...	2	1	1	...	...	...	...	...
Amritsur, ...	6	3	2	...	3	...	1	1
Total, ...	8	4	3	...	3	...	1	1

Cricket and Athletic Sports.

14.—A novelty has been introduced this year into our Schools, in the shape of Athletic Sports. These have been taken to by the boys with a zest which I hardly anticipated, and which is evidenced by the amount of skill already attained. You were present at the sports of the Noorpoor School, where prizes for running, jumping &c. were eagerly contended for. Cricket has been commenced in many of the Schools as those at Amritsur, Noorpoor, Mooltan and Hooshiarpoor. At the latter place, under Mr. T. Kirkpatrick, considerable proficiency has been acquired in this noble game, and a match was played in March last, between the gentlemen of the Station and the School, in which the latter came off victorious by 45 runs. Next cold season, I hope to get up matches between the different Schools.

School houses.

15.—Zillah School accommodation is in much the same state as I reported it in last year. At Hooshiarpoor the building is sufficient, though not very convenient; at Amritsur and Mooltan they are excellent. The Buttalla School house has been altered according to the plans agreed to by you, but would be much improved by the addition of Verandahs on the two sides. At Rahoon and Ferozepoor the buildings, as reported last year, are quite inadequate to accommodate

the increased number of boys. Sanction to the extension of the former has been obtained, and the work commenced, so that I hope the additions will be completed during the cold season. The plan for extending the latter has also been approved, and half the cost of the addition has been provided in the Educational Budget; but the other half from Imperial Revenue having been refused, it is doubtful if the alterations can be effected this year. The Noorpore School occupied the same building as before, but the alterations provided for in last year's Budget, have not yet been carried out. I have recently submitted a revised plan and estimate which I trust will be approved.

Lahore School.

16.—The Lahore School, with all its Branches, is now under the management of Doctor Leitner, Principal of the College, who will report in detail upon it.

Amritsur Zillah School.

17.—The Amritsur School, under the able management of Mr. Lindsay, B. A., of Trinity College, Cambridge, is in a very sound and flourishing condition.—The number of names on the register has increased from 930 to 984, though the average daily attendance has fallen from 901 to 895. The number of boys studying English has risen from 576 to 703, and the amount realized in fees was Rs. 1,675, as compared with Rs 1,754 obtained in the previous year. I may observe that the falling off in the fees is to me rather doubtful; and I believe some error* must have crept into the returns for last year, as according to the returns in my Office, the fees for that year amounted to only Rs. 1,470 instead of Rs. 1,754 as stated in the published returns. In consequence of the addition of some new teachers, and the bestowal of an increased grant from Municipal Funds, as well as the slightly diminished attendance, the average cost of education has somewhat increased, being in all Rs. 20-7-3—or to Government, Rs. 14-2-7 for the year under review, as compared with Rs. 17-13-8, and Rs. 13-8-5 in the preceding year.

*There is an error as pointed out by the Inspector in the returns for 1864-65 as printed in the Annual Report for that year.—Dir. P. I.

Changes among, and Services of the Masters.

18.—No changes have taken place in the teaching Staff of the main School, beyond such temporary ones as have been rendered necessary by the absence on leave of one or more of the Masters. In the Branch Schools, several changes have been found necessary which will be more particularly noticed hereafter. Of Mr. Lindsay's services I cannot speak too highly; and I quite concur in the estimate he has formed of his subordinates of which I annex a copy:—

"With regard to the conduct of the Masters, it may be said that, on the whole, they have given satisfaction, although fault has been found with the two Junior masters. Mr. Carbery has done his work with his usual industry, and more than his usual popularity. Baboos Jaygopal and Dulput Rai too have worked steadily, but the boys of the latter's classes do not answer quite so well as might be expected. With regard to the Moonshees, I cannot but regret that the first two are not so efficient as they might be. They have not the dexterity of good teachers in urging on boys, by other means than fear of punishment; and their pupils seem not to like them. The other three Moonshees—Shumsul-Deen, Qudrutoollah, and Ismail, appear to be popular and industrious. Shumsul-Deen in particular displays great tact in managing the classes under him, his principal if not only shortcoming being a deficiency of Mathematical knowledge. I have also to mention his industry as Vernacular writer in Official correspondence, and the great assistance he renders in transacting business of this kind, owing to his experience and the interest he feels in his work."

Progress of the classes.

19.—The progress of the classes in the main School has been on the whole decidedly satisfactory. Two years ago, with a small number of boys, there were nearly 70 in the 10th class; at the close of last year, when there were two boys less in the School, there were 50 in the lowest class; now there are only 35. Each of the upper classes has a fair number of pupils Regarding the success of his pupils at the usual Annual and Half-yearly examinations, Mr. Lindsay reports as follows. His remarks appear to me to be quite just:—

"At the last Entrance Examination of the Calcutta University, 9 boys were allowed to go up, of whom 3 were scarcely fit for the examination; but as they seemed bent on leaving School whether

they passed or not, the permission was specially given them. They, however, all three failed, as well as others, who were considered to have a fair chance of success. Thus, only 3 passed, and owing to the exceptional strictness of the Examination, they only succeeded in getting into the 2nd Division, instead of the 1st as was expected. In the other classes, the boys seem to have done well in the June and October Examinations; but particularly in the latter, judging from the average of marks. Special rewards were given by the Inspector of Schools to those who gained above half marks in the June Examination, and it is thought that had the intention of doing so been announced earlier, the candidates would have exerted themselves even more than they did. The greatest defect in the classes is the bad writing, and next to it the imperfect knowledge of Geography and Arithmetic. I have reason to think, however, that better answering will be found in the last two subjects in the next Examinations; but I fear no great improvement can be looked for in writing, until a Master, himself a good writer, can be obtained exclusively for this duty."

20.--It has been my intention, from the time of the establishment of the Branch Schools, to transfer the task of imparting Elementary instruction gradually from the main School to them. It did not appear to me advisable to shut up the lower classes of the main School abruptly, nor do I think it will at any time be desirable absolutely to prohibit admissions to them, as many of the wealthier and better class of natives prefer sending their sons to the higher School. I sought therefore to make admissions to the lowest classes of the main School a privilege so difficult to attain, that few would attempt it; and at the same time to increase the inducement for boys to go to the Branch Schools. With a view to effect this object, I doubled the Entrance donations and fees in the lowest classes, giving certain advantages to boys entering the higher classes from the Branch School. This step has not altogether stopped admissions into the main School, but it has, as I intended, considerably reduced them; and I anticipate that by December next, the 9th and 10th classes will have ceased to exist. Gradually I hope to extinguish the 7th and 8th classes also, and thus devolve the whole of the Elementary instruction on the Branch Schools.

Branch Schools.

21.—The Branch Schools have worked very fairly as feeders to the main School, and are certainly popular and useful Institutions. Several important changes have been made in them, with a view to reducing their cost while increasing their efficiency. The first was the dismissal of a highly paid Pandah who had the most largely attended of all the Schools, but whose persistent opposition to the study of English and Persian by his boys, in spite of frequent cautions, rendered him unfit for our employ He left, and took with him about 150 boys, but the result has been beneficial, as the whole number of boys has not declined, and the number of English Scholars has considerably increased in consequence. Another change was the employment of pupil teachers instead of English masters in the minor Branch Schools, and as Assistants in the larger ones. The third and most important change was the improvement of the Staff of two of the most favorably situated Schools, to enable them to teach up to the 7th class standard, and thus relieve the main School of the instruction of the 4 lowest classes as mentioned above. Mr. Lindsay reports as follows regarding the condition of these Schools, and though I do not concur altogether in his low estimate of the progress they have made, I agree generally in the opinion he expresses, especially with regard to the Local Committee:—

"The progress has not been so satisfactory as might have been expected. The inability or unwillingness of many boys to buy books seems to be the chief cause of this; but it cannot be denied that the teachers are also partially to blame. However, the transfer of the best of the teachers to the Central Branch Schools, the degradation of others, and the dismissal of a few, as well as the institution of weekly progress reports, and of a system of rewards for industry, have effected some improvement; and will, it is hoped, effect more. If the Local Committee of Public Instruction could be induced to take more interest in the Schools

by visiting them, and if practicable taking friends acquainted with English and Persian, to examine the boys, very much greater zeal would probably be evinced by the teachers, than can be elicited by routine inspection."

Debating Society and Cricket

22.—I may here mention two novelties that have been introduced during the year. One is a Debating Society.—This was commenced with some zeal, but not having met the encouragement it deserved, its existence is said to be rather precarious. Mr. Lindsay will be asked to endeavor to resuscitate it. The other is Cricket, which has been taken to most heartily by the boys under the guidance of Mr. Carbery and Jeygopal Singh. In the pursuit of this game, the boys suffer from the great, almost fatal, disadvantage of having no ground to play on. Mr. Lindsay has endeavored to obtain a piece of level ground for the purpose; but none appears to be available, and the boys have been reduced to play in the confined space afforded by the School compound, to the great injury of the balls, as well as of the young trees. Were a sufficient piece of ground procured, on which the boys could play regularly, Cricket would become a regular institution among them.

Hooshiarpoor Zillah School.

23.—The Hooshiarpoor Zillah School has made considerable advance during the year under report. In the main School, the numbers have increased from 103 to 135, and the average daily attendance for the year from 91 to 103; but in the latter months of the year it rose gradually to 123. The opening of a Branch School at the beginning of the year, greatly raised the number of boys, so that the total at the end of March, was 335; and the average daily attendance for the year 288, and for the last month of the year, 300. The fees realized—Rupees 294, contrasted with Rupees 116 obtained in the previous year; and the average cost of education has fallen from Rupees 51-13, to 22-3 in all, or from Rupees 49-12 to Rupees 19-9 to Government. No assistance has been received from Local Funds in aid of the Branch Schools, the cost of which has been defrayed entirely from the fees.

Progress of the Classes

24.—The progress of the boys has been as satisfactory as could have been expected from the circumstances of the School. At the half-yearly examination held by me in June, the answering in English and Mathematics was creditable; but that in Urdu and Persian by no means so. Subsequently at the Annual General Examination, the boys acquitted themselves much better in all subjects. The arrangement of the classes remain the same as at the close of the previous year, the smallness of the teaching Staff rendering the promotion of the boys, and the consequent increase in the number of the classes, quite impracticable. This circumstance is much to be regretted, but is unavoidable.—At least one additional English and one Vernacular teacher are required to put the establishment of the School on a proper footing. Mr Kirkpatrick, the Head Master, has done much to improve the style of the instruction imparted, and the discipline of the School. Several reforms that he has introduced, such as insisting on lessons being prepared out of School, have worked well.

Branch School.

25.—The Branch School is taught by two Vernacular teachers only. The state of the School funds has not permitted a larger establishment to be entertained, and no assistance has as yet been given from Local funds, as I mentioned before. Mr. Perkins, now Deputy Commissioner of the District, has, however, promised us aid, and I hope soon to see these Schools placed on a more satisfactory footing. The Vernacular education given in them is very fair, and the teachers are very popular and highly respected in the Town.

Library.

26.—Regarding the Library, and the use made of it by the boys, Mr. Kirkpatrick reports as follows.—

"The senior boys have availed themselves of the School Library to a greater extent than has ever been done before—but their reading has been limited to narratives and tales. More than this can hardly be expected, seeing the highest class is but the 3rd. The Vernacular newspapers supplied to the School are eagerly read by all the boys who can read, but I regret to say the Illustrated London News does not find much favor. My attempts to explain the pictures were considerably damped by the discovery that it seemed to be

the prevalent idea, that they were put in merely to save so much letter press. The colored illustrations of British Wild Flowers and of Natural History, lately supplied to the School, are better liked; yet I must say that it is a rare case indeed when any picture is appreciated."

Cricket.

27.—Mr. Kirkpatrick also makes the following remarks regarding the introduction of Cricket among the boys.—I have already mentioned the success attained by the School in a match against the Station Cricket Club:—

"An important feature during the past year was the introduction of Cricket. Though the game is apparently very popular in the School, yet it was not so supported by the senior boys as I think it might have been. However, in spite of this drawback, and of the limited appliances for the game at my disposal, the progress made has I think been satisfactory I am much obliged to the Secretary of the Station Cricket Club for his courtesy in permitting the boys to play on the Club ground, and with the Club bats, &c. It may be of interest to mention that the towns-people seemed to take a great interest in the game. The Match played on the festivals of the Eed was witnessed by a large number of spectators from the City."

Mention of Masters, &c.

28.—The Staff of the School has remained unchanged since last year, except by the transfer, at his own request, of Inayutoollah, Assistant Vernacular Teacher, to the Normal School, where he has been prosecuting his studies with great success, and the appointment in his place of Kurm Chund. Of Mr Kirkpatrick, the Head Master, I can only speak in terms of the highest praise. He has worked diligently and with great judgement, and has entirely gained the affection and confidence of his pupils and their parents. His removal to a higher appointment is viewed with regret by the residents of Hooshiarpoor and myself. Mr. Kirkpatrick speaks well of his Assistants, who have I believe, worked satisfactorily.

Mooltan Zillah School.

29.—The number of boys on the books of the Mooltan School and its Branches is slightly higher than at the close of last year, there being 217 to 203. The number in the main School, however, has considerably improved, having risen from 102 to 127. Notwithstanding the slight increase in the number of Scholars, the fees raised in the year under review, amount to Rupees 328, or about Rupees 110 more than in the previous year. This would appear to indicate an increased appreciation of the advantages of education. The average cost of educating each boy has considerably diminished by Rupees 53-14, or to Government Rupees 37-9 instead of Rupees 62-7, and to Government 41-5 as in the previous year.

Progress of the Classes.

30.—Fair progress has been made by the classes. The highest class sent up 5 candidates to the Matriculation Examination of Calcutta University; but all failed owing to the unusual severity of the Examination. One of these young men has left School for employment, but the other 4 are continuing their studies for another year, when they hope to be more successful. The next class has recently been promoted to the 3rd grade. It is not a satisfactory class, and the boys appear to have but little either of ability or industry. Many have left it for employment, and the Head Master anticipates that it will be broken up before the end of the year. The other classes ranging from the 6th downwards, are very promising.

Branch Schools.

31.—Of the Branch Schools, the Head Master reports as follows:—

"The three Branch Schools in this town have been working well. They have served as excellent feeders to the main School, which has drawn on an average, three pupils monthly from each. These Schools being still in their infancy, I have considered it injudicious to interfere, to any exacting extent, with the course of instruction pursued; but I have met with considerable success in making the teachers abandon their own plan of individual instruction, and form their pupils into classes according to the standard prescribed for Town Schools. Baboo Hurri Singh, 4th English Master, volunteered his services at the beginning of the year, to teach English in one of these Schools; and he has always managed to keep up an

Elementary English class of about 15 boys, from which I have always found it easy to replenish the lower classes of the main School. If English teachers could be appointed to the other Branch Schools also, they would be at once placed on a very efficient footing."

Services of the Masters, &c.

32.—The Staff of the School has undergone several changes during the year. Of the English Masters, Pundit Bishamber Nath was dismissed, and Ram Chund appointed in his place. Amongst the Vernacular teachers, Ameer Chund resigned, and was succeeded by Moulvee Fida Hossein, from Dehra Ghazee Khan. The latter was afterwards transferred at his own request to the Normal School, and his place taken by Ghulam Mohiaud Deen, teacher of the Kussoor Town School. Mr. Staines has continued to discharge his duties to my entire satisfaction. His work is rather disheartening in a place where the people are so indifferent to education, and but little support is received from the local authorities; but he has nevertheless succeeded in maintaining the status of the School. He has been most zealously assisted by Hurri Sing, the Junior Master, who in addition to his regular duties, teaches English in one of the Branch Schools, as well as in an Adult School, without any extra remuneration. A reward of Rupees 20, in recognition of his active services, was conferred on Hurri Sing by you a few days ago. The other teachers have given satisfaction.

Buttalla Zillah School.

33.—Very great improvement has taken place in the attendance on the Buttalla Zillah School. The number of names on the books of the main School, has risen from 96 to 122, and the addition of a Branch School has brought up the total to 265. The average daily attendance for the year has risen from 88 to 156, and the average for the last month of the year was no less than 242. Fees have increased from Rupees 280 to Rupees 342-14, and the average cost of education has diminished from 41 Rupees to Rs. 27, or from 38 Rupees to Rupees 25 to Government.

Progress of classes.

34.—In this School also the progress of the classes has been much impeded by the smallness of the Staff of teachers. At the close of last year, the highest class was the 6th. At the end of the year under report, the highest class was the 4th, the 5th was wanting, and the other classes from the 6th downwards were complete. All these classes have been for some time ready for promotion to higher grades, but if this were carried out, the present Staff would not be sufficient to teach the increased number of classes. The instruction that has been given has been sound, and the boys acquitted themselves creditably at the Yearly and Half-yearly Examinations. The Branch School is on much the same footing as that at Hooshiarpoor, described above (para. 25)—no aid having been procurable from Local Funds.

Changes and Services of Teachers.

35.—The English Staff remained as reported last year. The only changes have been among the Vernacular Teachers both of whom have been changed. All have worked well and given satisfaction. I may here mention, although it does not properly come within the events of the year under report, the death of the much respected Head Master of this School, Mahomed Ishaq, who died a few days ago after a short illness.

Noorpoor Zillah School.

36.—The Noorpoor Zillah School, established towards the close of last year, is a most promising institution. Though situated quite at one extremity of the Kangra District, it fulfils, almost more than any other School I know, the objects of a Zillah School, and promises to do much towards raising the tone of education, as well as the desire for it, throughout the district. Boys have come in from several of the Towns and Villages in various parts of the district to study there. The number of pupils has increased during the year from 154 to 218, and the average daily attendance from 103 to 141. Fees, of which scarcely any were realized in the former year, have been collected to the extent of Rupees 203-9. The cost of education was Rupees 21-11, or to Government Rupees 23-4.

Progress of classes.

37.—Steady progress has been made by all the class, the highest, which at the close of 1864-65 was the 8th, being now the 6th; and, notwithstanding the great increase in the number of boys, the proportion in the lowest classes is much less than formerly. The teaching has been careful and thorough.

Branch School.

38.—There are two Branch Schools subordinate to the principal one,—one of which was but recently established. Of these two, the Head Master's report here subjoined, gives a full account. I may observe that Baboo Sundhee Ram has been since removed, and the prospects of the old Branch School appear to have been much improved by the change. "This School has been under the charge of Baboo Sundhee Ram, all the year. I cannot say much for the progress made. No pupils have been found sufficiently advanced for promotion to the 8th class of the Zillah School. The number has fallen from 93 to 79, and the levy of fees has been attended with difficulty. I know not to what cause to attribute the backward condition of this School. Either the boys are uncommonly stupid, or the teacher blameably negligent. In August the most popular private School in the Town became a Branch School, the teacher being allowed 5 Rupees monthly from Local Funds. I am happy to be able to report favorably of this School. The teacher, Mahomed-Joo, has been most assiduous in the performance of his duties, and my visits to his School have always found him present, and his pupils possessing thorough understanding of what they had been taught. English has not as yet been introduced; but I think the time has now arrived, when this might be done with safety. No additional expense need be incurred, as the English teacher of the old Branch School has consented to devote an hour every day to the teaching of English."

Athletic Sports.

39.—Mr. Baker has taken much pains in encouraging the boys to engage in athletic sports.—These they have taken to with the greatest zest, and they assemble daily on the glacis of the fort to drill, and play Cricket, rounders, leap frog, &c.—The games are very popular with the parents, as well as with their boys, the former constantly coming to see the progress made by their sons, and expressing their satisfaction at this innovation on the ordinary School routine.

Services of Masters.

40.—The Staff of the School remains unchanged. Mr. Baker has continued to discharge his duties as Head Master with great zeal and judgment, and is most deservedly popular with all classes in the place. Baboo Tej Rai, the 2nd Master, and Moulvie Imamud-Deen the Vernacular Teacher, also deserve favorable mention.

Ferozepoor Zillah School.

41.—The progress of the Ferozepoor Zillah School has continued to be satisfactory. The number of names on the books has increased from 241 to 269, and the average daily attendance from 196 to 205. A considerable falling off is observable in the amount of fees realized in the year under report, as compared with the previous year, being only Rupees 323, to Rupees 430. This has not arisen from any relaxation of the strictness with which the fees have been levied, but partly from the removal of several of the pupils who paid the highest fees, and partly to the fact that there were very much fewer admissions during the year, and consequently fewer entrance fees than in the year before. The cost of education remains much the same as before.

Progress of the Classes.

42.—At the beginning of the year the highest class was the 3rd, and the next the 5th, of the Scheme of Studies. At its close, the former class had been promoted to the 2nd, and the latter to the 3rd.—No other classes have been promoted, indeed I do not think a larger number could be taught by the present Staff of Masters, even with the assistance of pupil Teachers. The classes have then made progress, and I believe the instruction given has been on the whole good in quality. At the Half-yearly examinations in June the boys answered very creditably; but at the Annual Examination in October, they did not acquit themselves equally well, in consequence I believe, of their having been examined in classes to which they had been very recently promoted.

Services of the Masters, &c.

43.—The only changes in the instructive Staff have been amongst the Vernacular Teachers. Moulvie Abdul Ali was transferred to Buttalla, and his place taken by Moulvie Meeran Bukhsh from that place. and afterwards by Moulvie Jellal-ud-Deen from Moga. The assistant teacher Tegh Chund, having resigned, was succeeded by Moulvie Mahomed Deen from the Lahore Normal School. The Head Master—Mohamed Ismail, and his assistant Boota Mull, who acted as Head Master for some months during the absence of the former, and gave every satisfaction, deserve favorable mention for the zealous and able manner in which they have discharged their duties. The other teachers also have performed their duties in a creditable manner.

Rahoon Zillah School.

44.—The Rahoon Zillah School has made most rapid progress during the past two years. At the beginning of 1864-65, this School contained only 90 boys, and at the close of that year the numbers were 154, the average attendance for the year being 92. At the close of the year under report, the number of boys had risen to 205, and the average attendance to 183, or nearly double of what it was in any former year There are no Branch Schools as yet in this Town, and all the boys are entered in the Zillah School. All the boys learn English. The amount realized in fees was in 1863 64 Rupees 85, in the following year, Rupees 115; and in the year under report, Rupees 221. The cost of education has fallen by nearly one-half, and is less than in any other School in this Circle.

Progress of the Classes.

45.—The progress of the boys has been as satisfactory as the increase in attendance.—Shortly before the commencement of the year, 5 boys composing the 5th class, were transferred to Amritsur on Scholarships, the number of teachers at Rahoon not being sufficient to teach so many classes. The 6th class, containing 12 boys, was then the highest; and these boys having during the year been promoted to the 5th Class, were like the others drafted off to Lahore and Amritsur. The quality of the instruction given has been excellent, and a very satisfactory number of the boys has been promoted to higher Classes.

Services of Masters, &c.

46.—No changes have taken place among the teachers. Partab Singh, the Head Master, has quite justified the high opinion I expressed in my last report of his industry and abilities. He is very popular, and to this circumstance may in a great measure be attributed the success he has attained. He has been well assisted by Gholam Mohiaud Deen the 2nd Master, and Alumshah the head Persian teacher.

Local Committees of Public Instruction.

47.—The Local Committees of Public Instruction, in the majority of places where Zillah Schools are established, have rendered good service during the year. I will, as I did last year, briefly notice the exertions of each, omitting of course Lahore, which falls within the cognizance of the Principal of the College.

AMRITSUR.—I regret that the Amritsur Educational Committee do not appear to have exerted themselves more actively than formerly. They do not appear to meet for discussion of business, unless specially summoned by the Head Master, and then they display little interest in, and no zeal for, the extension of education.

HOOSHIARPOOR.—The Committee of Hooshiarpoor, composed as I described in my last year's report, have continued to meet regularly, and have rendered material assistance to the Head Master.

MOOLTAN.—The members of the Mooltan Local Committee deserve the credit of meeting regularly each month to discuss matters connected with the School, and of passing resolutions full of good sense and rich in promises. But unfortunately their exertions end here, and but little benefit accrues to the School from their deliberation.

BUTTALLA.—The Buttalla Committee appear to have withdrawn from all active interference with the affairs of education. I have frequently endeavored to put some vitality into them, but without attaining the slightest degree of success.

NOORPOOR.—At Noorpoor the Committee have displayed some little interest in the progress of the School.—Two members of the Committee were brought to the notice of Government in my last Annual Report, and received killuts of Rupees 50 each. One of these gentlemen, Moulvie Oomurud Deen, takes a most lively interest in Educational matters, and gives a most cordial support to every thing connected with them. I therefore recommend him again this year for a renewed expression of Government approval. The other members of the Committee have I believe, latterly exhibited a more active zeal, the good effects of which I hope to see in the ensuing year.

FEROZEPOOR.—The Ferozepoor Committee have continued to interest themselves actively in the progress of education in that town.

RAHOON.—The increased attendance on the Rahoon School testifies to the exertions of the Committee of that place. Towards the end of the year they have been endeavouring to establish Branch Schools in the Town, and as educational funds were not available for the purpose, they raised a subscription among themselves to carry out the object. This being an altogether spontaneous movement, may be regarded as indicating a real interest in the subject. Before leaving the subject of the Local Committees, I may observe that I have always endeavored to throw as much as possible of the local management of the Schools into their hands, for it appears to me that one of the greatest advantages to be derived from their appointment is the insight they will thus obtain into the manner in which an Educational institution ought to be conducted.

Town Schools.

48.—The Town Schools in this Circle, as shewn in the tabular returns for this year, are the same as in the former year, omitting of course from our calculations the Mozeffurgurh District now transferred to the Frontier Circle. They are 26 in number. The attendance in this class of Schools has slightly increased during the year, the number of names on the books at its close being 2,378, and the average daily attendance 2,095, or an average 81 per School, as contrasted with a total of 2,255, an average daily attendance of 2,040, and an average per School of 79 for the previous year. The fees collected during the year under report, amounted to Rs. 487, or about Rs. 5 less than was realized during the former year. This diminution is owing to a corresponding falling off in the number of non-agriculturists attending the School, which has decreased from 989 to 898 during the year. The proportion of children belonging to the agricultural classes attending these Schools has increased during the last year and a half, from a little over a half to nearly three quarters of the whole number of boys. The average cost of education has decreased from Rs. 5-15, to Rs. 5-8, and the cost to Government from Rs. 4-9, to Rs. 3-7.

Classification of the Schools.

49.—Although the number of Schools of the Town grade has not been increased there are many others, Village Schools, quite deserving to be raised to this grade. I have deemed it advisable to put all Village Schools as piring for promotion through a severe time of probation, in order to test thoroughly the soundness of their progress, and guard against a spasmodic effort of the teacher which might raise the Schools to a higher position than it could permanently retain. Some of those now on the list of Town Schools, as those at Puttee and Baghwanpoor in the Lahore District, I could wish to see classed in the Village grade ; but as they have been from the outset included in the higher grade, I am reluctant to degrade them while there remains a hope of their recovering a proper status. If I do not find them improved at my next inspection, they will have to be removed to the list of Village Schools.

Results of written Examination.

50.—The written Examination of the upper classes of Town Schools held at Amritsur was taken part in by the Goordaspoor, Amritsur, Lahore, Googaira, and Mooltan Districts The results of the Examination were highly satisfactory, and showed that decided progress had been made, especially in the Amritsur and Goordaspoor Districts.

51.—I have been able, as I stated above in para. 3, to visit 7 out of the 9 Districts in this Circle, including 16 of the 26 Town Schools. I will now give some account of the state of the Town Schools in each District.

Detail of each district.

JULLUNDHUR.—As stated above, I have not been able to examine the Schools of the Jullundhur District.—They are 5 in number, and are situated in the same localities as before. The arrangement of the teachers, to which I alluded in my last two reports, as having tended to injure the Schools, has been altered with good effect. The attendance on all the Schools has increased, except in the case of the Bustee Sheikh School, the falling off in which is explained in the following extract from the Deputy Commissioner's report :—

"With the exception of the last named school, the progress of the Town Schools has been satisfactory. The School at Bustee Sheikh has suffered on account of a quarrel between the teacher and the lumberdars of the village. The result of this was the establishment of a private school, which drew away many of the pupils of the Government School. Matters have however improved latterly, and the Lumberdars have promised to withdraw from the opposition, and to exert themselves for the improvement of the Government School. A disagreement of the kind which I have now mentioned, is not altogether to be regretted. The result has been to show that the people really feel the want of a School, and that the unpopularity of a Government teacher has not had the effect of prejudicing them against education. Since I began to write this report, I have received a visit from the Revd. Goluk Nath. His object in coming, was to inform me of a request which has been made by the people of Bustee Sheikh. They have asked him to undertake the management of the new School. He is unwilling to accede to the proposal, as it at present stands; but he is ready to establish a Branch School in Bustee Sheikh in lieu of the Government, and of the opposition schools. I am so fully convinced of the popularity and success of the Mission schools, which are already established under Mr. Goluk Nath, that I at once promised to give his proposal my entire support."

With regard to Mr. Elsmie's remarks on the Bustee Sheik School, I may observe that you have assented* to Mr. Goluk Nath's proposal to take over the Government School at that place as a Branch of his own at Jullundhur, and I consider the change as a very desirable one.

* NOTE.—*As the wording of this passage may lead to an erroneous impression, I desire to mention that I have assented to the withdrawal of the Government School establishment from Bustee Sheikh on the joint recommendation of the Dy. Commr. & Inspector of Schools on the written request of the chief lumberdars, that the Revd. Goluk Nath would open a Branch of his School in that place, & on the Revd. Goluk Nath's promise that he will fully provide for the secular Educational wants of the inhabitants.*—DIR. P. I.

HOOSHIARPOOR.—Neither have I been able to visit the Schools of the Hooshiarpoor District, and Mr. Perkins, the Deputy Commissioner, having but very recently taken charge of that district, has not been able to furnish me with any report of them. Judging from the returns, considerable improvement has taken place in the attendance.

KANGRA.—There are as before, two Town Schools in the Kangra District; both of them were inspected by me during the year. I found the Persian departments of both in very good order, and the Hindee department of Jowala Mukhi School satisfactory, but that of the Sujanpoor School was very inferior, the teacher not being properly qualified. The attendance on both Schools has improved during the year, but fees do not appear to have been levied with sufficient strictness.

GOORDASPOOR.—I examined the three Town Schools of the Goordaspoor district in November. At that time they were all three in a highly satisfactory condition, but since then the Deenanugger School has greatly fallen off in numbers, in consequence of greater strictness in the levy of fees. The teachers of all these Schools are competent and industrious.

AMRITSUR.—The Amritsur district only puts forward one School in the Town grade, though there are at least three others that satisfy all the required conditions. The School at Wairowal is a very fair one, and its teachers able and respected.

LAHORE.—Of the five Schools in the Lahore District, I have already stated that the two at Bigh-wanpoor and Puttee are scarcely fit to be ranked in the Town grade. The latter I found in a particularly bad state, the register being altogether untrustworthy, and the course of instruction not in accordance with prescribed rules. The Chooneean School has improved, and is now in a tolerably satisfactory condition.

The School at Kussoor, formerly one of the best in this Circle, has very much fallen off, partly in consequence of the withdrawal of its most advanced pupils, but principally on account of the transfer of its teacher on promotion to the Mooltan Zillah School; and the fact that his successor, though a man of some ability and experience in teaching, does not appear equal to the position. If he does not do better than he has hitherto, he must be superseded. At Shurrukpoor the teacher is a man of considerable Oriental attainments and great popularity; he is not, however, very proficient either in the true principles of teaching, or in the subjects of Western Science taught in our Schools. Hence he fails to bring it into an altogether satisfactory state. The attendance on the School has been much improved by the establishment, by the Tehseeldar Dewan Chund, of a Local Education Committee consisting of the principal men of the Town.

FEROZEPOOR.—The three Town Schools of the Ferozepoor district, are all in an excellent condition. The pupil teacher system established by me in two of them, viz: at Moga and Zerah, though not thoroughly understood either by the teachers or the Chief Mohurrir, has worked excellently,—all the lower classes of both Schools being in a very satisfactory condition.

MONTGOMERY.—The Montgomery Schools are in a very discreditable condition. That at Kote Kumalia I found in a state of perfect disorganization; a new and well qualified teacher having lately joined it, however, there is every prospect of its now doing well. The School at Syudwalla was in better order, but the teacher was incompetent, and has since, I believe, been dismissed.

Pupil teachers.

52.—As I hinted above, I found the pupil teacher system described in para. 41 of my last year's report, and established experimentally in the Town Schools of the Ferozepoor District, succeed almost beyond my expectations. The change of the Chief Mohurrir, and the appointment of a new teacher in the Mogah School, somewhat interfered with its proper working, as also did the circumstance, that when I started the plan at Zerah, the Head Master was absent owing to sickness, and did not therefore receive my personal instructions. Nevertheless the success attained was highly satisfactory, and I shall now be able to introduce the system with confidence into other Schools. It is a system, however, which requires many conditions to be satisfied before its success can be ensured, and it will be impossible to establish it in any Schools, where the Head Teacher is not a man to be relied upon for ability and industry, where the senior pupils are not of an age to command the attention of their juniors, and advanced at any rate as far as the 3rd class. As yet I have extended the system only to the Schools at Chooneean and Kussoor. In the former I have every hope of its succeeding, but I doubt if either the pupil teachers or the Masters of the latter are capable of making it work satisfactorily.

Village Schools General Statistics.

53.—The number of Village Schools in this Circle has been reduced from 686 to 679 by the closing of one or two Schools in nearly every district. This reduction is in some cases temporary; but in others it is done with a view of applying the savings thus effected to send more teachers to the Normal School, or to improve the condition of the remaining Schools. On this subject I shall have to touch hereafter. The number of Scholars has, notwithstanding the reduction in the number of Schools, somewhat increased, having risen from 22,212, to 22,481, but the average daily attendance has declined—being 18,619 instead of 18,871: the average attendance per School has increased from 27 to 29. The falling off in the average attendance is probably attributable to the great sickness that was prevalent during the early part of the autumn, when it fell very low. Since then it has been gradually improving, and in March reached 20,502 or upwards of 30 per School, which is the highest average that has ever been attained. The fees collected during the year amounted to Rupees 1,963-9 or somewhat less than what were realized in the previous year. As in the case of the Town Schools, this is owing to

the diminished attendance of the paying class, the non-agriculturists, the number of whom has fallen by nearly 250 during the year. The increase in the number of the agricultural population attending these Schools has therefore been nearly 500. The average cost of education in Village Schools has on the whole decreased, the total having fallen from Rupees 3-8-4 to Rupees 3-4 5, but the cost to Government has increased from 0 1-2 to 0-5-8, in consequence of a number of the Schools of this class, situated in the larger Towns, being paid for out of the Imperial Revenue.

Details of the Districts.

54.—I will first give a brief account of the state of the Village Schools in each District, and then enter into some general questions regarding their condition and prospects which have been made the subjects of discussions.

JULLUNDHUR.—The Jullundhur district suffered some disadvantages during the year, in consequence of the prolonged illness of the Chief Mohurrir—Moulvie Niaz Hossein; and after his death, from the delay which occurred before his successor could join the post. He was succeeded by Lalla Mehur Chund, a man of considerable abilities and active habits, who is well spoken of by the Deputy Commissioner. Mr Elsmie sends me the following report of the Schools of this district. I have not been able to visit them myself:—

"I regret that changes in the administrative Staff of the District, has much interfered with the work of inspection. I have only been able to make one hurried tour. Although I visited many of the Schools, ascertained the buildings were in good repair, and that a sufficiency of books and maps had been supplied, I was unable to find time to conduct regular examinations. In a district like Jullundhur where the Judicial work is unusually heavy, the Deputy Commissioner must content himself with ascertaining that the Schools are apparently prosperous. He must generally leave the examination of the Persian, Hindee Classes to yourself, and your departmental subordinates. Mehur Chund, the Chief Mohurrir, has been energetic and pains-taking. He takes an interest in his work, and he appears to be popular in the District.

HOOSHIARPOOR.—I have not inspected the Schools of the Hooshiarpoor district, nor has Mr. Perkins the Deputy Commissioner been able to furnish me with any account of them.

KANGRA.—I am happy to be able to report that the progress made in the Schools of the Kangra district has been very satisfactory. I inspected nearly all the Schools of this district in June last, and found many of the defects, complained of at my former visit, removed. Amongst others, I found that, instead of the complaint that the boys would not purchase books, the demand was there greater than the supply; and boys were asking for books which were not available in the district. This is illustrated by the fact that whereas in 1864-65 the result of the sale of books was Rupees 234-15-10, in 1865-66 it amounted to no less than Rupees 546-15-3 or about Rupees 312 more than in the former year The introduction of a regular Scheme of Studies into the Hindee Schools, faulty as it was, had also been productive of much improvement.

GOORDASPOOR.—The Schools of the Goordaspoor district are in a fair condition. The Chief Mohurrir, Ahmed Shah, is a most active and intelligent Officer, and looks well after the Schools of the district.

AMRITSUR.—Very great improvement has taken place in the Schools of the Amritsur District The Chief Mohurrir, Gunga Pershad, has devoted particular attention to secure the careful instruction of the lower classes, to the accuracy of the registers, and to the personal neatness and cleanliness of the boys. The results have been very satisfactory, and there are few boys in the 6th class who cannot read fluently, answer easy questions in Grammar, and write easy Urdu sentences from dictation with tolerable correctness. Captain Lewin the Deputy Commissioner writes as follows:—

"Although the statements do not show any increase in the number of scholars, I think that Education has decidedly increased in popularity, and that parents now in much greater numbers than formerly, send their children to School entirely of their own free will.

LAHORE.—I am sorry not to be able to report equally well of the Village Schools in the Lahore District. With the exception of those in the Mooltan Division, I think they may be considered about the worst in this Circle. I attribute this principally to the inefficiency of the Chief Mohurrir, who though a most estimable and well meaning peison, is wanting in energy, tact, and education. Mr. Aitchison, the Deputy Commissioner, who takes a great interest in educational progress, and has given much time and trouble to the inspection of his Schools, has favored me with an interesting statement of the opinions he has arrived at regarding the requirements of the district. These I shall notice more at length hereafter, I will here merely quote his remarks on the actual state of the Schools, in which I entirely concur.

" The decrease in the attendance in the Village Schools, I attribute chiefly to the following causes :— 1st, Severe sickness in the District which entirely ruined several Schools, e. g. the School at Vultoha 2nd, Repeated changes of teachers, arising in part from the usual exigencies of life, and partly from the necessity of transferring several of the teachers to the Normal School to complete their education. 3rd, The ignorance and incompetence of many of the teachers. 4th, the unsuitableness in some respects of the prescribed curriculum to the wants of the rural population. During my cold weather tour, I took the opportunity of inspecting all the Schools I could reach. In this way, I visited 38; of those I examined, only one or two are entitled to be classed as good Schools, viz. Bhaipheroo, Jumber, Mokul, Vultoha, Sobran and Loolianee ; the majority were indifferent, and not a few very bad Schools, more particularly Pahoowind, Shamkote, Bojhiana, Bulloke, Toot, Raja-Jung, Mahalum, Hoodiara. The examinations were always held in presence of the village headman, whom I endeavored but with small success, to stir up to take an active interest in education. Until we are able to supply a better class of teachers, our Schools will never prosper. I always noticed, that where there was a sharp intelligent teacher, there was as might be expected, a good School. It is not surprising that in this District, education is in a backward state, considering that out of 60 Village School Masters only 48 are certificated, and even the certificates of some of these are of the lowest class. In some of the villages, where the Schools were worst, and the interest shown in education was least, I warned both the teachers and the villagers, that if there should not be a marked improvement by the end of the year, the Schools would be suppressed. If any be suppressed, I would divide the pay thereby saved among one or two of the better Schools. In the Villages of this District, there are few if any Schools fit to be put on the footing of Aided Schools, and the work of education must for many years to come be undertaken by Government."

FEROZEPOOR.—The Ferozepoor Village Schools shew a decidedly improved attendance, but I did not perceive much progress in other respects, when I visited the District. Major Maxwell has recently introduced a system of Village Committees, composed of the Lumberdars, Putwarees, and others of immediately adjoining Villages, the duty of which is to look after the Schools in their Circles, to see that the teacher and boys are regular in attendance, and to increase the number of pupils. This arrangement was only being organized when I was in the District, but it even then promised to work well. Major Maxwell writes as follows of the progress his Schools have achieved :—

" The improved and improving condition of things apparent from this statement is gratifying Now that I have got so good a Chief Mohurrir as Mahomed Hussun, I am confident that each report will show continued improvement. Although the Educational Status of this District has in the last two years undergone a change so marked as to have attracted the attention of the superior Officers of the Department, as recorded at their inspections. But I trust soon to show them still better results."

MOOLTAN.—Nearly all the Village Schools of the Mooltan District have been recently inspected by me. As might be expected among such a population, the majority were in any thing but a flourishing condition. Some few however, especially in the Lodhran Tehseel, were decidedly good ones, and two—viz, those at Jellalabad and Buhadurpoor, were almost qualified for admission to the Town grade.

At Serai Sidhoo and Shujaabad are also very fair Schools. At the latter place the Mooltan Branch of the Church Mission Society have recently opened an English School, and the Revd. Mr. Yeates, the Superintendent, applied to be allowed * to take over the Government School and amalgamate it with his. This application was supported by me, both because I thought it would meet the wishes of the people of the place, and because there did not appear to me any probability of two Schools working amicably side by side in so small a place; however, at the desire of the Deputy Commissioner you decided that the plan of working the two Schools should receive a fair trial, which is now being done. The former Chief Mohurrir—Mahomed Hussun, was transferred to the Ferozepoor District in November last, he has been succeeded by Tahawur Hossein from Montgomery—a man whom I consider altogether unfit for employment in this Department.

* *See note to para.* 51 *which will further explain this expression.*—DIR. P. I.

MONTGOMERY.—In my last report I stated my belief that the Schools in the Montgomery District were making good progress. In this I was guided by the reports which I received periodically from the Chief Mohurrir of the District, who appeared to be active in the discharge of his duties. On visiting the district, however, and examining 24 out of 26 Schools, I found them without a single exception in an infinitely worse condition than when I had inspected them two or three years previously. In a majority of cases the registers were palpably untrustworthy, the course of study was regulated by the fancies of the boys and their parents, and there was a great deficiency in the supply of proper School books. I could only attribute this disorganization to the neglect and incapacity of the Chief Mohurrir, against whom moreover, two-thirds of teachers brought charges of bribery and extortion. The latter, 19 in number, have been made the subject of a Criminal prosecution by the Deputy Commissioner, which has however failed, as might almost have been expected in such a case, for want of proof. The new Chief Mohurrir, Narain Dass, formerly of Ferozepoor, will I doubt not, improve the condition of the Schools.

Mr. Aitchison's remarks on Village Schools.

54.—The inferiority of the Village School teachers, and the very small amount of instruction given in the mass of the Village Schools, has frequently been the subject of comment by District Officers and others. On this subject Mr. Aitchison, the Deputy Commissioner of Lahore, makes the following remarks:—

"Our efforts should, for some years to come, be concentrated on the Normal Schools, with a view to supply an efficient staff of teachers; and it would be well to reduce the Village Schools to half their present number, until we have qualified teachers to fill them. It is a mere frittering away of money, and brings our educational system into contempt, to have Schools presided over by teachers who, as I have found more than one in this District, cannot tell the points of the Compass on the map, or do an ordinary sum in Compound Division. But good teachers cannot be hoped for, till the pay and prospects of Village School masters are improved. A well educated teacher cannot be had for 5 Rupees a month. I am endeavoring to improve their position somewhat by inducing them to become stamp Vendors, and the recent establishment of Village Post Offices, in connection with a few of the Schools, has provided one or two good posts. Still a general improvement in their pay and position is very much wanted, and I would rather see fewer Schools with better paid and more competent teachers, than have on paper a large return of Schools where the education given is not worth the name."

Remarks on the above.

55.—It is impossible not to agree with much that Mr. Aitchison has written, but it appears to me that he expects too much of the Village Schools, and looks for too high qualifications in the teachers. In the majority of Village Schools it is useless for us to aim at teaching more than reading and writing Urdu, and a little Arithmetic, with some general notions of the form and divisions of the world, and its place in the Universe. For such schools, teachers of very moderate attainments are sufficient, and we should try to obtain for these posts residents of the villages or their neighbourhood, men acquainted with the people by whom they will be surrounded, and accustomed to country life. A short term of training in the Normal School would suffice to qualify such men for the work

expected of them, and they would be well content to serve in the neighbourhood of their homes, for what any where else could scarcely afford a bare subsistence An illustration might be taken from the school at Sobraon, which is mentioned by Mr. Aitchison as one of the few good ones in the district. It is taught by an old man of very limited attainments, who receives a salary of Rupees 5 a month, who teaches his numerous pupils excellently how to read and write Urdu, and to work out the first four ruels of Arithmetic, this being about the extent of his own accomplishments, but still all that is required for the majority of Village Schools. I must admit, as I said above, that in making his first acquaintance with Punjab Village Schools, Mr. Aitchison has been unfortunate in meeting with unusually bad specimens of teachers. There is no doubt that in some places there is a demand for a higher class of education than I have above alluded to, and it is for these we want better paid and better qualified men; but these are comparatively few, and for the majority of Villages Rupees 5 or 7 a month ought to be quite sufficient pay. I quite agree with Mr. Aitchison, in thinking that more attention should be paid to the Normal School, but I cannot think that this should be done at the expense of closing half the present Village Schools. Some of the worst undoubtedly might be closed, without any hardship to the people or loss to the interests of education, but what is most wanted is more care in the selection of the men who are sent to the Normal School, and security that they shall take service in the Schools after completing their course of study.

Village School Curriculum.

56.—Mr Aitchison then proceeds to comment on the course of instruction adopted in the Village Schools, as follows:—

"There is a general desire among the rural population that the curriculum should provide for instruction in matters more immediately affecting their daily life, than some of those which are taught. I occasionally found a School in which the boys, while able to point out the principal kingdoms of Europe or the Divisions of Africa, did not know where Ferozepoor and Mooltan lay; and although acquainted with early Mahomedan History, could not tell who Runjeet Singh was. An elementary treatise on agriculture would, I am sure, be welcome in most Village Schools."

Remarks on the above.

57.—The extent of the instruction arrived at in the majority of the Village Schools being very limited, as stated above, I cannot well see how we could possibly include in it "matters more immediately affecting the daily life" of the rural population. Reading, writing, and accounts must form the basis of all instruction, and we do not aim at more. If the boys are anxious to proceed further, the course of study prescribed for them to commence easy Persian books and the Geography of the Punjaub and Hindustan, the former including a brief account of the Seikh rule and its subversion. As the boys rise into the higher classes they go through the Geography of Asia, and then that of Europe, and the History of India, the higher branches of Arithmetic, &c. It is entirely the fault of the teacher, and not of the course prescribed for him, if the boys learn to point out the Countries of Europe, before they know the map of their own province. Such a practice is contrary to all the rules of the Department as well as of common sense, and is always treated by me as one of the greatest faults a teacher could commit.

Female Schools.

58.—Female Schools in this Circle have increased in number from 125 to 129. The number of names on the books has slightly fallen, being 3,050 instead of 3,091, but the average daily attendance has risen from 2,391 to 2,762, and the average per School has consequently risen from 19 to 21. The average cost of education has risen from Rs. 3-12 to 4-8, but the cost to Government has been reduced from 1-6 to 1-3.

Details of Districts.

59.—I here give a brief account of the Schools in each district as far as they have come within my knowledge.

JULLUNDHUR.—There are 2 more Schools in the Jullunder district than at the close of the former year. The number of names on the books has diminished, but the average daily attendance has considerably increased. The number of English Scholars has increased from 151 to 188, and I believe the general pro-

gress has been satisfactory. I forward herewith specimens of English and Urdu writing and Arithmetic, done by the girls of the Schools in the Town of Jullunder, which are very creditable. With them is a statement showing the number of Schools, and of the Scholars in each, with the course of study pursued in each. The latter—including English prose and poetry, Geography of Asia and Europe with maps, Arithmetic, writing from Dictation, Urdu and Persian reading, writing, and accounts; and work of all kinds plain and fancy,—presents a pretty extended curriculum. The Deputy Commissioner observes of these Schools as follows, but if the subjects mentioned above are taught with even moderate care, the effects of the movement ought not to be so remote as he anticipates :—

Very fair specimens. Returned to Inspector. DIR. P. I.

" On the whole, I think the progress of Female education has been satisfactory. It would be vain to expect that with the material at our disposal, any great advance in the acquirement of knowledge could have been made by the pupils. In the present state of Native society, we must be content to wait many years ere any substantive result can be attained. It is not probable that the present generation will perceive any great advance in the civilization of the country effected by the progress of Female education."

HOOSHIARPOOR.—I know nothing of the Schools in the Hooshiarpoor district, except that the cost of education in them appears to be very high.

KANGRA.—I visited some of the Schools in the Kangra district. That in Noorpoor, mentioned in my last report, remains in much the same state as before, having lost its original teacher, who has opened a boys' School instead. The other Schools scarcely deserve mention.

GOORDASPOOR.—Four Schools are returned as established in the Goordaspoor District. When I visited the district there were only 2,—one at Deenanugger and the other at a little Village named Joura; the School at Goordaspoor has been closed during the year for want of pupils. The new Schools have, I believe, been opened at Dehra Baba Nanuck, and are intended for the children of the better classes. The School at Deenanugger is making some, though slow progress. Some of the girls can read quite fluently, and write tolerably well. At the other School some girls could read a little, but very little progress has been made. I was however, particularly struck with the clean respectable appearance of the girls.

AMRITSUR.—I have no information regarding the Amritsur School which appears from the returns to be falling off in attendance. On this subject Captain Lewin, the Deputy Commissioner, writes as follows :—

" I hope that ere long one or two new Female Schools will be established in this District. I am myself strongly opposed to these last being forced on the people. I have not therefore given any encouragement to men, who I know could start them in opposition to the real wishes of communities; and who are anxious to do so, under the prevailing impression that starting by any means a Female school is a sure road to Government favor."

LAHORE.—I have examined all the Girls' Schools in the Lahore District. One situated in the city of Lahore itself is in a very fair condition, the girls being able to read and write tolerably well. This School has also been visited by you. The School at Booj Attaree is a name and nothing more. The attendance is very small and irregular, and the girls know just as much as they did a month after the School was opened three years ago. Of the Kussoor Schools, 8 in number, the following note by the Deputy Commissioner gives a complete account :—

" I inspected eight Girls' Schools at Kussoor, in which 160 girls are taught. Of these Schools two are Hindee Schools, 5 Oordoo, and one Goormookhee. In the Oordoo Schools, the education is of the most elementary kind; most of the girls can just recognize the letters, two are able to distinguish simple words; none can write or count. In the Hindee and Goormookhee Schools, more progress has been made; the girls can read easy sentences with simple words, and do a little of the Multiplication table. These are the beginnings of greater things.

FEROZEPOOR.—There are 8 Schools now in the Ferozepoor District, two of which at Dhurmkote and Zerah may be classed as really good. In both a fair proportion of girls is able to read, write, and count, to do easy sums in the simple rules of Arithmetic, and to answer in the Geography of the Punjaub. Some little girls, daughters and wives of the Chowdries of Zerah, at the latter School were particularly quick in Geography, and quite out-did the majority of boys in the 6 classes of the Village Schools. I visited 6 of the Schools, but the others do not call for any special notice.

MOOLTAN.—I have great pleasure in reporting my opinion of the Mooltan Girls' School, which has made progress beyond my expectation. This School had never been open to inspection, indeed Moulvi Sheikh Ahmed, a man of venerable years, when acting as Deputy Inspector of this Circle, was refused admittance to it: Hence I was somewhat surprised when specially invited to pay it a visit, though the stipulation was made that I should go quite alone. I found several girls able to read well, and to do some simple sums in addition and subtraction. Others were less advanced, but all making progress.

Jail Schools.

60.—In the Jails some progress has been made in educating the prisoners, and the subject appears to be receiving more attention from Officers in charge of the Jails, as well as to be viewed with less dislike by the prisoners. The number of prisoners under instruction has increased during the year from 2,355 to 2,501, and the average daily attendance from 2,073 to 2,253. The expenditure on education in Jails has been reduced by Rupees 125. In respect of education given, more progress has been made than in former years, and this is especially the case in the Ferozepoor Jail, where a considerable number of the prisoners have learned to read and write well since their incarceration. In the various Jails there are now 24 prisoners advanced as far as the 5th class of the scheme of studies prescribed for Government Vernacular Schools, that is, who can read and write Urdu freely, have made a commencement of Persian, and have learned the first four rules of Arithmetic; 125 more are in the 6th class, that is, can read easy Urdu and write easy sentences; and 215 are in the 7th class, that is, can read a little but are not yet out of the spelling book, and are learning to write simple words. Altogether the number of men who can read and write more or less, has increased during the year from 10 to 16 per cent. of the whole number under instruction.

61.—I will give some particulars regarding such of the Jail Schools as appear to call for notice. I have inspected all of them, except the one at Jullundhur.

JULLUNDHUR.—The Deputy Commissioner of Jullundhur has sent me a Minute on education in the Jail of that place, by Mr Champneys, the Officer in charge of it. This Minute gives a full account of what has been done, and condemns the system hitherto followed. I have pointed out to the Deputy Commissioner that it is quite impossible to expect progress, if instruction is only given during one hour of the day to the whole body of the prisoners, and have recommended that the plan adopted elsewhere of dividing the men into 5 or 6 gangs, and teaching each gang separately for an hour, would probably lead to better results.

"In accordance with the wish of the Deputy Commissioner, I held an examination of the prisoners in the Jail, who are receiving instruction in reading &c.—The average time during which the above prisoners (105 in number) have been receiving instruction, is 7½ months. I found that only 4 out of the whole number, were able to read a passage in print out of an easy book in the Persian character, which they had not previously seen. Only one prisoner did a tolerably easy Multiplication sum correctly. I must say that I was surprised and disappointed at the little progress which seemed on the whole to have been made. The percentage of prisoners who displayed an approach to any thing like useful knowledge of the subjects in which instruction is supposed to be given in the Jail, is far less than the percentage of prisoners whom I should have expected *a priori* to have been able to read before their admittance into the Jail, and I am not at all satisfied that the time and money devoted to the education of the prisoners, has not been entirely thrown away. I am

quite sure that it has been in a very great measure wasted. I think the time for School is not happily chosen. In my opinion a prisoner might do an hour's School in the early morning without any detriment to his day's work, while I am quite sure that a day's hard work is not a good preparation for School. When it is borne in mind that education, to be of any use, must come up to a certain Standard, which Standard has in my opinion not been reached in this Jail in any degree worth mentioning, I doubt whether the present educational arrangements are of service either to the Government or the prisoners. I strongly recommend that if possible the School hour should be in future fixed before the day's work begins. If this were tried for a few months as an experiment, it would be easy for me to ascertain at the end of that time, whether any real progress was made; and I must add that I cannot conceive it possible that matters could be much worse than they are under any arrangement."

KANGRA.—The Kangra Jail has a small number of pupils, who are educated very cheaply. No progress however appears to be made, as all but 2 are still learning their letters.

AMRITSUR.—The Amritsur Jail School has improved in all respects: it has now 11 pupils in the 5th class.

GOORDASPOOR.—The Goordaspoor Jail is, as before, divided into two parts, one for Juveniles and the other for Adults. When I visited it in November, neither of the Schools appeared to have made any progress. The Deputy Commissioner, however, reports that a new teacher having been engaged, considerable improvement had been effected.

LAHORE CENTRAL JAIL.—The number of prisoners under instruction in the Lahore Central Jail, has increased during the year, and the attendance has been more regular. Fair progress has been made, and 25 per cent of the Schools, nearly all of whom were ignorant of the alphabet when they entered, are able to read and write more or less. The number of Scholars is almost too large for the two teachers.

FEROZEPOOR.—The progress in the Ferozepoor Jail, as I stated above, I consider to have been more considerable than in any other in this Circle. This is due to the great pains taken with the School by Mr. Wakefield, the officer in charge.

MOOLTAN.—The Mooltan Jail School has decidedly improved during the year.

MONTGOMERY.—The Montgomery Jail School is in fair order.

Aided Schools.

62.—To the 6 classes of Aided Schools that existed in this Circle in the year 1864-65, there is now added another, viz: Normal School. Of each of these classes I will treat separately.

Private Colleges.

63.—There is still only one private College to be reported in this Circle, the one which had a brief existence at Amritsur, having been closed on account of the small number of students. The College at Lahore belonging to the American Presbyterian Mission has prospered well during the year. At the close of the year it had 15 Students, of whom 5 having passed the First Examination in Arts last December, are now studying the subjects for the B. A. degree Examination; 6 are in the 2nd year class, and 4 only in the first year. The excellence of the instruction given is shewn by the success achieved in the First Arts Examination.

Private Schools of the Higher Class.

64.—The Schools of the higher class are the same as were included in it in the former year. The number of pupils has increased in them from 2,263 to 2,823, the average daily attendance from 1,768 to 2,183, and the number of English Students from 2,046 to 2,516. The fees collected in all the Schools of this class during the year amounted to Rupees 3,036-9-7 or 469-4-6 more than in the previous year. The average cost of education has diminished from Rupees 19-5-5 to Rupees 17-8-9, and the cost to Government from Rupees 11-4-3 to Rupees 7-0-8, which is considerably below the cost in Government Schools of the same class.

American Presbyterian Mission School Lahore.

65.—The excellent School belonging to the American Presbyterian Mission in Lahore continues to maintain its high character. The number of pupils in it has increased from 1,308 to 1,716, and the average daily attendance from 1,016 to 1,261. The amount realized in fees was Rupees 786-10 or Rupees 237-6-0 more than in the preceding year. All the boys learn English. The Branch Schools are numerous, and appear to be admirably organized and carefully looked after. They relieve the main School of the more elementary part of the instruction, and keep it supplied with boys who have read the first one or two English readers.

Church Mission School Amritsur.

66.—The Church Mission School at Amritsur lost an earnest and painstaking Manager by the death of the Revd. F. Wathen during the year; in the Revd. T. Storrs, however, it has now a Superintendent no less able and energetic. The number of pupils is about the same as at the close of last year, but the average daily attendance has fallen from 151 to 141. All but some 6 or 8 of the boys pay a fee of one anna a month, and the pupils of the three highest classes pay 2 annas. It is Mr. Storrs's intention to raise the rate of fees of these classes. I may say that I think them in much the same condition as I reported them last year. The first one or two classes are good of their standing, and the other classes follow at a great distance. I attribute this to the circumstance, that though the upper masters are excellent, the subordinate ones appear inferior and under-paid. There are also some Branch Schools connected with this Institution, but as they do not receive a special grant, they are not included in the returns.* The cost of education in this institution continues enormously high; the cost to Government is more than that in the Government School of the same city.

**This arises I imagine from the boys in the Branches not being included in the attendance.* DIR. P. I.

Jullundhur Mission School.

67.—Mr Goluck Nath's School at Jullundhur is as usual in a very satisfactory condition. The number of pupils remains pretty constant, but the average daily attendance has improved. The amount collected as fees was double that realized in the previous year.

Adult Schools.

68.—There are two Adult Schools in Lahore; one an Independant one presided over by Baboo Kashipershad of the Government School, the other managed by the American Presbyterian Mission. The former is supported entirely by the subscriptions of the pupils and the Government grant, the latter receives aid also from the Mission Both have improved in number and attendance, and are accomplishing a very useful work.

High School.

69.—The High School for boys of European parentage, situated in Anarkullee, has 26 pupils.—a slight improvement on the number at the close of the former year. The Head Master has again been changed, Mr. Bennett having been appointed in lieu of Mr. Shea. A very good education is given in this Institution, and Mr. Bennett appears to have effected considerable improvement since he took charge of it.

Church Mission School Kangra.

70.—The Church Mission School at Kangra has had an enormous accession to the number of its pupils, but I have no information how this has taken place * The number of registered pupils has increased during the year from 87 to 239; and the average daily attendance from 61 to 138. Most of the new pupils appear to be learning English. The fee collections do not appear to have kept pace with the increase in the number of boys, 20 Rupees only having been realized. The cost of education has of course decreased with the increase of the pupils, and was only 19-4-1 for the year under report, against 42-4 6 in the former year. I mentioned in my last report that some of the pupils of this School were preparing to be candidates at the last Calcutta University Entrance Examination This expectation has not been fulfilled, as the temptations of employment were too great for them, and they left to take appointments on small salaries offered to them by the Deputy Commissioner. The highest class now in the School is probably about equal to the 5th of the Government School curriculum.

** By opening Branch Schools, I fancy.*—DIR. P. I.

Church Mission School Narowal.

71.—In the Anglo-Vernacular School at Narowal, the number of pupils has fallen from 165 to 151, but the attendance appears to have been more regular than formerly. The number of English Students bears a small proportion to the whole number of pupils, and is less by 15 than at the close of the former year. Fees have been collected to the extent of Rupees 38, or double the amount realized in the former year; and the average cost of education is more than double what it was in 1864-65. Fair progress has been made in the study of the boys, but scarcely as much as I expected.

Private Schools of the Middle class. Meean Meer Cantonment School.

72.—In the Middle class of private Schools, a new one appears this year, viz, one established in the Mean Meer Cantonment, by Captain Stewart the Magistrate. This School is like the similar one at Ferozepoor, in imitation of which it has been established, supported by private contributions from the English and Native residents of the Cantonments and a Government grant. The grant, however, is very small being only Rs. 20 per mensem, whereas

the private subscriptions amount to Rupees 78 per mensem; but it is to be increased immediately to Rupees 70 per mensem.* Rupees 50 have been collected in fees, during the year. The School is well looked after by Captain Stewart, and the boys have made very fair progress.

* *When funds are available*—DIR. P. I.

73.—Up to January 1866, the Jundialla School was a purely Vernacular one. As such it has made very fair progress, though still decidedly below the standard of a Government Town School. At the beginning of the year however, the grant-in-aid was increased from Rupees 15 to Rupees 40 per mensem, on the understanding that the School should be converted into an Anglo-Vernacular one. This change, up to the time of my inspection, had not been carried out, though some 6 or 8 boys had commenced English in an irregular kind of way out of School hours. The Revd. T. Storrs, who now has charge of the School, has since then altered its character, and was introduced English as one of the regular and necessary subjects of study. There is, therefore, a prospect of the School attaining a satisfactory condition, though I cannot say that I consider the outlay on it expended to the best advantage. The number of pupils on the rolls at the close of the year, shews a slight improvement on the previous year; but the average daily attendance remains at the same figure as before. Rupees 55-6-0 have been taken in fees during the year, which is about Rupees 9 more than was realized in the preceding year. Under Mr. Storrs's management all the boys are obliged to pay fees, 5 or 6 only being exempt on the score of poverty. The average cost of education has increased, and is much higher than it ought to be in a School of this class.

Church Mission School Jundialla.

74.—The Ferozepoor Cantonment School has worked satisfactorily during the year. It is well managed by the Committee, and carefully superintended by Captain Crutchley. The number of pupils and the average daily attendance has declined, probably owing to greater strictness in exacting fees, which have increased from Rupees 25 in 1864-65 to Rupees 96 in the year under report. The average cost of education is higher than in the former year, but is still moderate for a School of this class. The requirements of the grant-in-aid regulations have not been fulfilled by this School,* as the expenditure from private sources has not been nearly equal to the Government grant.

Ferozepoor Cantonment School.

* *N. B.—The excess of Government grant paid during 1865-66 to this School has since been recovered and credited to Government.*—DIR. P. I.

75.—At the close of 1864-65 there were 13 Elementary English Schools connected with Government Vernacular ones in this Circle. These have been increased during the year under report to 16, by the establishment of Schools at Para and Suliana in the Kangra, and at Baghwanpore in the Lahore District. The whole number of boys in this class of Schools has increased from 495 to 693, the number of those learning only English has increased from 66 to 252: the boys who are entered in the returns as Anglo-Vernacular Scholars are pupils of the Vernacular Schools to which these English ones are attached, and are therefore included in the returns of those Schools as well. The average cost of education in these Schools has slightly decreased.

Elementary English Schools.

76.—The Schools continue to fulfil satisfactorily, the humble object aimed at by them. I will give some brief account of the Schools in each district.

State of the Schools.

JULLUNDHUR.—In the Jullundhur district there are three Schools of this class. I have seen none of these during the year, but shall visit them all in the course of a few days. The School at Jullundhur itself is one for training gardeners. The curriculum in it is professedly confined to reading, writing Urdu, a little Arithmetic, and sufficient English to enable the Students to read and write the labels on the plants. Practical instruction in the management of a garden is also given. Of the two Schools at Bungeh and Nuwashaher, the Deputy Commissioner writes as follows. I have directed the Head Master of the Rahoon School to visit these Schools when desired to do so by the Deputy Commissioner, as suggested by that Officer.

"I have recently visited the Schools at Bungeh, Nuwashaher, Phillour, and Nukodur. The English classes at the two former places have made considerable progress. The teachers are popular. I should be glad to see some arrangement made for the more frequent inspection of the English classes. The Head Master of the Rahoon Zillah School appears to be quite competent to inspect and examine the Schools at Bungeh

and Nuwashahr. I request the favor of your permitting him to do so, say four times a year. I could arrange to pay his travelling expenses at a liberal rate, from the surplus fees. Rahoon is not far distant from either of the Schools; and I do not think that the adoption of the plan now proposed, would interfere much with the Head master's regular duties."

LAHORE.—The three Elementary Schools in the Lahore district, at Chooncan, Kussoor, and Shurruckpoor, remain as before; and a new one has been established at Baghwanpoor. In the latter, half cost is paid by Chowdree Nabbee Buksh from his own pocket. It has made fair progress, considering the short time it has been established. At Chooncan also fair progress has been made. At Kussoor the boys are more advanced than in most Schools of this class, but they have been hurried on much too quickly, and their instruction has been very superficial. At Shurrukpoor little if any progress has been made.

AMRITSUR.—In the Amritsur district, the school at Raja Sansee is still the only one that appears in this return; though another has been opened at Reyah, and made good progress To the latter, however, no grant has been as yet assigned. The Raja Sansee school has made fair progress. Half its cost is met by the Sundawallia family, who are however rather irregular in paying their quota.

KANGRA.—I visited the two new Schools in the Kangra district, in June last. They had at that time, been a very short time in existence, and had suffered from want of a proper supply of books; but exhibited creditable progress. These Schools are purely grant-in-aid Schools, that is, both the Vernacular and English teachers are both paid in part from funds locally raised. The English teachers are ex-pupils of the Kangra Mission Schools.

MONTGOMERY.—Both the Montgomery Schools are doing well.

HOOSHIARPOOR.—I have no information regarding the Schools in the Hooshiarpoor district. They are both situated in a rather inaccessible position across a low range of hills. They will be visited shortly by my Deputy Inspector.

GOORDASPOOR.—In the Goordaspoor district, there are the same two Schools as in the previous year. That at Dehra Baba Nanuck is not a very good one, the teacher though industrious and painstaking, having very indifferent English attainments. The School at Sree Gobindpoor is very much better, and the teacher is well qualified.

Aided Schools of the Lower class.

77.—At the close of last year, there was only one Aided School of the lower class entered in the returns, viz the little School for Guddees established at Dhuramsala. The attendance on this School has very much fallen off, and the instruction given in it is of the most elementary description. Another School was established at Bohatta in the Kangra District, at the beginning of the year. I have not seen it. After an existence of less than a year it was closed on the 16th March 1866.

Private Female Schools.

78.—Female Schools receiving Government aid, have nearly doubled in number during the year, there being at the close of the year under report 549; of these institutions, the number at the close of the former year being only 279. Of these Schools however, it is but right to say that some appear in this year's return which have no business to do so. I mean the Schools in the town of Mooltan, which were closed some months ago, in consequence of the donors of private subscriptions having refused to pay their contributions. The number of girls on the books has risen during the year from 6,381 to 8,207, and the average daily attendance from 5,053 to 7,061. This does not show an increase in the number of girls at all proportionate to the increased number of Schools. Fees appear to have been collected only in Anarkulli Girls' School for Europeans, and the amount is only Rupees 889-8, or upwards of Rupees 300-0-0 less than was collected in the former year.

The fact of the Schools having been closed has only been reported by the Deputy Commissioner since the close of the year. A short time before, he declared them to be in existence However, as they were open for part of the year, they appear rightly enough in the returns.—DIR. P. I.

Schools managed by Native Committees in Lahore and Amritsur.

79.—Of the Schools managed by Native Committees in Lahore and Amritsur, I have little more information than that given by the returns. The number of Schools in the former city has increased from 103 to 173, but the number of pupils has only risen from 2,442 to 2,560. In Amritsur the number of Schools has been more than trebled, that is, has increased from 94 to 288; while the number of girls has increased only from 2,842 to 3,122, or by less than 300.

Church Mission Orphanage, Amritsar.

80.—The Church Mission Girls' Orphanage at Amritsar seems to make very slow progress. It contains girls whom I recollect seeing there for quite five years, and they cannot yet write down correctly a figure of four digits. They can read well, but in writing they are deficient; and in other subjects very backward. The English lady who used to teach them, has lately left the institution, and her place is taken by a native—the wife of a Bengalee Baboo—who appears well qualified for the work. All the domestic arrangements are excellent, and the whole is under the energetic management of Mrs. Clarke.

American Presbyterian Mission Christian girls' School.

81.—The number of girls in the Christian girls' School, established by the American Presbyterian Mission in Lahore, has fallen from 20 to 9. As reported last year, English alone is taught. No fees appear to have been realized. The cost of education in this institution is enormous.

Church Mission School Kangra.

82.—In the Church Mission School at Kangra, the number of girls has decreased from 51 to 42, but the average attendance remains the same as before. This School has not made the progress I anticipated in my last report, and when I visited it in June last, I found it but little better than it was in the previous year. Still, considering the disadvantages that it has had to struggle against, I look upon it as a most successful attempt at Female education. Four of the girls are learning English, and all learn Urdu.

School under Native Committee at Mooltan.

83.—As I stated before, the Schools opened at Mooltan, and supported partly by the contributions of the native residents of the place, have closed their very brief career. The movement at this place was not, I believe, a genuine one, but owed its origin to a desire of the people to stand well in the opinion of the local officers and the Government. The first excitement having worn off, the whole scheme collapsed; and I do not think that any thing but official pressure could bring it into life again.

School under Native Committee at Ferozepoor.

84.—At Ferozepoor are 5 Schools, 4 for Mahomedans, and 1 for Hindoos, managed by a Native Committee. In the Mahomedan Schools—out of 97 girls, 5 only learn Urdu, the remainder are put down as studying Arabic, which means probably that the Koran only is taught. These Schools were for a long time unvisited by English Officers, but the Committee now wisely court inspection, and better things may therefore be expected from them. The Hindoo School has only been established within the last two months.

Anarkulli Girls School.

85.—The School for European girls in Anarkullee, continues to work satisfactorily; and shows increased attendance.

Hindoo School under Native Committee Jullundhur.

They had only recently been started then, and no Government grant was made to them—DIR. P. I.

86.—Of the Schools for Hindoo girls in the Jullundhur district, there are 64, or 4 more than in the previous year. Last year no returns were received from the Manager of these Schools; it is impossible therefore to compare the progress made during the year. Mr. Elsmie the Deputy Commissioner, however, has favored me with the following account of them:—

"Considerable advance has been made in raising funds for the Hindoo grant-in-aid Schools at the time that these Schools were started; it was not expected that the very strict rules prescribed by Government would be enforced. In fact the circulation of these rules in August last took me somewhat by surprise, for up to that time I had been unaware, that it was absolutely essential to the existence of these grant-in-aid Schools, that private funds should be raised. Through the aid of a Committee of Native gentlemen, Rupees 1,030 have been collected as a subscription for the year 1865, Rupees 1,184 are promised for 1866. Sirdar Bikrama Singh and Kowur Suchet Singh, brothers of the Rajah of Kuppoorthullah, have promised to bear the whole of the cost of maintaining 8 female Schools in the town of Jullundhur. This will much relieve the general fund, which will now be able, with the Government grant-in aid, to maintain 44 Schools on a satisfactory footing."

"Pundit Motee Lall, Extra Assistant Commissioner, is President of the Committee appointed for the management of the Hindoo Schools. He has inspected 30 of them during the year. The Chief Mohurrir has visited 37. No objection whatever has been made to these visits."

87.—Two private Normal Schools for training teachers for the Female Schools, have been opened in Lahore and Amritsur during the year. These Schools are partly paid for by a munificent gift of the Rajah of Kuppoorthullah, partly by private contributions, and partly by a Government Grant. They have a wide field of usefulness before them, and I am given to understand are working well. The teacher of the Amritsur School, by name Munnee Ram, is a man widely known and much respected ; and has received instruction in the Government Normal School at Jullundhur.

Female Normal Schools receiving Grant.

88.—I now come to treat of the Normal Schools, which form one of the most important features in the educational system of the Province. These institutions are divided, as I described in my last report, into the Normal School at Lahore, and preparatory Schools at Lahore, Mooltan, and Hooshiarpoor. The number of students has been diminished from 125 to 116, and the average daily attendance from 125 to 103. The reason for this diminution is probably the fact, that the stipend of Rupees 3 now sanctioned for candidates while studying at the Normal School, does not afford sufficient inducement to fit persons to come forward, and consequently District Officers have a difficulty in keeping up their full complement of men. It may also be partly attributed to the circumstance that the number of paying students has greatly fallen off. The Lahore School used generally to have 11 or 12 of such men entered at one time, and now it has not more than 3 or 4. The cause of this falling off I have failed to discover, but I hope that the new course of study arranged for the Normal Schools, will make them more attractive to outsiders. The average cost of education in the Lahore School, has somewhat risen during the year ; but taking the average on all the Schools, it has fallen from Rs. 136 to 75, while the cost to Government has increased from Rs. 57 to 65 Rs.

Government Normal Schools.

89.—In para. 74 of my last Annual Report, I described the course of study adopted in the Lahore Normal School. This course was introduced by me immediately on the re-organization of the Normal Schools of this Circle, in anticipation of the new Regulations which came into force on the 1st October 1865, to avoid the confusion of a second change. It has worked satisfactorily, and the teachers who now leave the institution after obtaining a Certificate are, I believe, as a rule, really well qualified for the posts they have to fill. About 6 or 8 of the students having completed the ordinary course, and obtained certificates of qualification, have commenced an extra or honor course, which ought to fit them to fill the highest posts in the Province. The precise subjects for this honor course have not yet been authoritatively defined ; but I have submitted to you a proposal which you still have in consideration. Meanwhile the students of the honor class of the Lahore Normal School are reading the course which I have proposed for your approval.

Course of study and progress

90.—The Examinations for certificates were held at the regular times in April and October, according to the same plan described in para. 76 of my last Annual Report. There were comparatively few failures, and the following certificates were awarded :—

NAME OF SCHOOL.	Town School Grade.			Village School Grade.			Total.
	1st	2nd	3rd	1st	2nd	3rd	
Lahore, ...	4	5	8	5	15	20	57
Hooshiarpore, ...	...	...	...	2	3	8	13
Mooltan, ...	...	...	...	...	1	3	4
Total, ...	4	5	8	7	19	31	74

This table shows that much better results have been attained by the Normal Schools during the year under report, than in the year preceding it.

91.—The new Regulations introduced in October last, have altered the grades of the Certificates. Instead of Village and Town grade, each divided into three classes, there will in future be one grade only with 4 sub-divisions. The Students of the preparatory Schools

Change in the grades of Certificates.

on completing the course therein, will receive a certificate qualifying them for admission to the Normal School to which they will be passed on. On completing the Normal School course, they will go in for their final examination, according to the results of which they will receive a certificate of one of the 4 grades. Another feature of the new Regulations is, that it will admit excellence in any branch of knowledge, to enable a teacher to obtain a certificate, even though somewhat deficient in some one or more of the other subjects. For instance, under the old rules, a teacher who was an excellent Persian Scholar and fairly qualified in Mathematics and Geography, might fail to obtain a certificate of any grade whatever, because he was deficient in History or Mensuration, though his efficiency as a teacher of almost any class of Village School might be evident from his answering the majority of subjects. Under the new Regulations the grades of the Certificates awarded are regulated by the totals of the marks obtained, but no marks for any subject are allowed to count towards the total, unless above a certain fixed minimum. In this manner ability of all kinds is allowed free scope, and we avoid the absurdity of refusing any Certificate whatever to a really able man, while we give one to a teacher obviously inferior. Though this rule came into force in October, the first examination held in accordance with it was in April, and it does not therefore fall within the scope of this report.

This remark appears to me overstrained. It is still ruled that in all essential subjects a minimum standard must be attained before a Certificate can possibly be secured.—DIR. P. I.

92.—Before closing this Report, I think it not out of place to refer to the recent examination held by the newly formed Oriental University, as contrasting the quality of the instruction given in Government and private Native Schools. I do not intend to enter elaborately into the objects of the examination and its results, as these will doubtless be shewn in the report of the University or Anjuman; but I merely wish to point out that the Vernacular education given in Government Schools, is not so worthless as it is often represented to be. The examinations were held in Sanscrit, Hindee, Goormukhi, Arabic, Persian, Urdu and Pushtoo. I need not allude to the examination in the first three, and the last languages, further than to say that the candidates came from all parts of the country and that the first prize for Sanscrit was obtained by Pundit Kunhya Lall, Hindee teacher in the Zillah School of Hooshiarpoor, who obtained 874 marks out of 1,000. Government has very few Hindee—and no Sanscrit Schools in this part of the country, it was not to be expected therefore that Government Schools should send any candidates for examination in these subjects.

Punjaub Oriental University.

In the Arabic Examination, there were a number of Candidates principally from Lahore and its neighbourhood; but as far as I can ascertain, only one pupil of a Government School, a lad named Ahmed Buksh, who was educated at a small Village in the Goordaspoor district, and sent up there with a scholarship to study English at Lahore This lad gained the 3rd prize in the Higher Standard, obtaining 618 out of 1,000; and the first prize in the intermediate Standard, obtaining 591 marks out of 800. For the Persian Examination, several pupils of Government Schools were candidates, but none obtained prizes, or were even placed. In Urdu there were 21 candidates, of whom some were men who had distinguished themselves in the Persian and Arabic Examinations, and a considerable proportion of the rest were pupils of Government Schools. Seven only of the 21 were considered passed, and of these the first three were pupils of Government Schools,—the first being Nund Singh of the Phillour Town School; the second Oomur Buksh, of the Kussoor Town School; the 3rd Wajid Alli, of the Ferozepoor Zillah School; all now studying in the Lahore Zillah School It would appear from the above results, that though Arabic and Persian have not been cultivated to any high degree of excellence in our Schools, Urdu has at any rate been better taught than it is elsewhere I observe that none of the students of the Lahore Normal School took part in these Examinations; had they done so, I have no doubt that Government education would have made a still better show

RAWUL PINDEE CIRCLE.

INSPECTOR,—C. PEARSON, Esquire, M. A.

I have the honor to forward my Annual Report for the year ending March 31st 1866. At the commencement of the year under review, this Office was in charge of Lieutenant R. S. Armstrong, who, however, in the month of June, was transferred to the Punjab Commission. From that time, until the 20th November—the date on which I relieved you—the current duties of Inspector in this Circle were discharged by yourself. After visiting the Zilla Schools at Gujrat, Gujranwala and Siyalkot, I started my Camp on the 1st December and completed the tour of the Circle on the 29th March.

General Statistics.

2.—There are at present in this Circle, (which includes the districts of Ráwal Pindi, Jhelam, Gujrát, Siyálkot, Gujránwala, Jhang and Sháhpur,) 501 Schools directly subordinate to Government, of which 5 are Zilla Schools, 12 are Town Schools, 441 Village Schools, 36 Female Schools, 6 Jail Schools, and one Normal School. Besides Government Schools, there are 228 Schools under private management, receiving Grants-in-aid, of which two are Anglo-Vernacular Schools occupying the place of Zilla Schools, two are Mission Schools working up to the standard of Zilla Schools, 9 are Elementary English Schools, and 213 are Female Schools. There is also the Sir Henry Lawrence Memorial Asylum at Murree.

Comparing these returns with those for the previous year, I find no difference worth noticing, with the exception of an increase of 103 Female Schools, of which 87 have been established in Siyalkot District; and 16 by Baba Khem Singh in Rawul Pindi and Jhelam.

Zilla Schools.

3.—There are 5 Zilla Schools, viz, at Gujrat, Gujranwala, Siyalkot, Jhang, and Bhera. The total number of names on the registers is 873, or nearly the same as last year, and the average daily attendance is estimated at 95 per cent. The cost of maintaining these Schools amounts to Rupees 22,512, or about 32 Rupees for each pupil. Fees produced Rupees 1,061—being an increase of 61 Rupees over the previous year, and one thousand Rupees were expended upon scholarships and prizes. Of the 873 students in Zilla Schools, there are at this date in the—

I. Class,	24	VI. Class,	43
II. „	6	VII. „	43
III. „	15	VIII. „	80
IV. „	19	IX. „	78
V. „	11	X. „	554

Only 319 boys, or about 36 per cent, have risen above the lowest class. A boy of ordinary ability and industry, at the age of ten or twelve years, may pass through the lowest class of either an Egnlish or Vernacular School in the space of one year. Therefore if the boys in the X. class were *bonâ fide* scholars, there should be a very large increase in the upper classes next year; but looking to past returns, we have no reason to expect this result. The truth is, I believe, that parents are in the habit of sending their children of tender age to school, not to be taught so much as to be taken care of, and take them away as soon as they are old enough to earn something, or at least to take care of themselves. *Maktabs* and *Patshalas* are very commonly rather nurseries than schools, and Government Schools are now largely made use of for the same purpose.

The Zilla Schools have been examined several times during the year by means of written papers,

and orally. All are doing good work, though all in some respects fall short of a possible standard of excellence. The branch of study most successfully cultivated is, without doubt, the English language. Arithmetic is badly done everywhere. The results are not generally correct, and are arrived at by an unreasoning application of rules. The working is clumsy, prolix, and illogical. In no school has the whole course laid down in the Scheme of studies been completed. The teachers say they have not time for every subject, and I think there is some truth in this; but I also think that they are apt to promote boys too rapidly. Some of the Text-Books are difficult, containing matter not easily apprehended by teachers and boys, particularly portions of the Bombay Readers and Grammars.* I am aware that some educationists approve of an extensive range of subjects; but, for my own part, I would exclude every thing which cannot be thoroughly mastered, and especially here where the teachers are themselves unable to explain difficulties.

**Mr. Pearson will be asked if he can recommend any better books to be substituted, and also to state what modifications or changes he desires in the present Scheme of studies for Zilla Schools, so as to carry out his views of reducing the ranges of subjects.*—DIR. P. I.

Gujrat Zilla School.

4.—The most important Zilla School in this Circle is that at Gujrat. One student, Bhagat Singh, passed the last Entrance University Examination in the first division, and has been awarded with the Arnold Medal. He is now studying in the Lahore Government College. Two other students were candidates, but failed. I examined them in English literature when I last visited Gujrat, and was well satisfied with their knowledge in this subject. They are now reading with this year's Entrance class. The class now preparing for Matriculation is not altogether in a satisfactory state, some of the boys are well prepared in English literature; but History, Arithmetic and Euclid need much more attention. The class immediately below the Entrance class is relatively much in the same condition.

The next class, which is the fifth of the Zilla School classification, failed in every thing. The Head Master complained of their habitual insubordination, and absence without leave. The lower classes are in tolerable order, but by no means so well prepared as in some other schools. Two Branches have been opened in the city in connection with the main school. They have not done much as yet, but as they have existed little more than a year, it would be premature to condemn them.

Mr. Buchanan, the Head Master, has been unable to attend to his duties during a considerable portion of the past year, owing to ill-health. I have great confidence in his industry and intelligence; and there is every reason to hope that he will secure more efficient work on the part of his Assistants, than has lately been shown.

No use has been made of the excellent school Library, except by the Head Master. A native student never reads Miscellaneous English literature, which he could not appreciate without the same labour which he reserves for his lessons; just as an English school-boy never takes up Pliny or Epictetus for light reading. Books of reference are, of course, valuable for competent teachers, but they cannot be used profitably by inexperienced persons.

Gujranwala Zilla School.

5.—Gujranwala Zilla School was inspected by me in December last, and I have had no opportunity of visiting it since. The two upper classes taught by the Head Master were in good order, but in the lower classes there was a want of accuracy. The Reverend J. Kilbee Stuart, who examined the second class (now the Entrance Class) in Mathematics last December, notices favorably their "apprehension of definitions and elemental ideas" in Euclid. In Arithmetic, however, they were very deficient. In History they answered extremely well.

Zilla School Jhang.

6.—The School at Jhang has been steadily improving since its establishment under Head Master Babu Opandar Kishn. There is now a first class, and it is possible that some of the boys may be able to attempt the University Entrance Examination next December,

although they have been promoted too rapidly. When I examined the school in January, I was much pleased with the results of careful teaching in English Reading throughout the school. Other subjects had been a good deal neglected, and particularly Arithmetic. The examiner in Mathematics last December reported that the papers of three boys in Arithmetic and Algebra were "first-rate and perfectly identical."

Referring to the previous half-yearly Examination, I find the same boys getting high numbers in the same subjects. My own oral examination convinces me, that the boys could not honestly produce a good paper among them, so I must infer that the Head Master's supervision at examination has been culpably lax on both occasions.

Siyalkot Zilla School.

7.– Siyalkot Zilla School has always been less prosperous than might have been expected. The people are said to be careless about education, and there are in the City and Cantonment, three Mission Schools in which English is taught. However the upper classes are improving, and should soon be on an equality with those of other Zilla Schools. So far as they go the boys are fairly prepared in English, but there has been little regular teaching in other subjects. The highest class is the fourth.

Bhera Zilla School.

8.—Bhera Zilla School is still in its infancy, having been established in June 1864, in place of that at Shahpur. A few of the more advanced boys from Shahpur at first joined the school at Bhera, but these have since left, and the school now consists entirely of young boys. The highest class is the seventh, and fair progress has been made; but there is little or no evidence of careful and accurate teaching; and the Head Master, Babu Jadunath Chakrabarti, has constantly been at variance with the Members of the Local Committee, and has failed to exercise a proper control over his Assistant Masters.

I have already recommended his transfer to a post of less responsibility.

Vernacular Schools.

9.—Nearly all the vernacular schools inspected are Government Schools of the Town and Village grades, and as the course of study is the same for both, and no broad line divides the two grades, it is convenient for some purposes to consider them together. At the present date the number of these schools is 453, with 16,484 names on the registers; and an average daily attendance of 13, 33 or 80 per cent. The cost of Town and Village schools for the year was rupees 8,650 charged to Imperial Revenue, and rupees 35,370 to the Educational Cess Fund. The amount raised by fees, which are not taken from the agricultural classes, was rupees 1,200.

The number of boys in the sixth and upper classes was 4,428 or 27 per cent. of the whole number on the registers. The rest are mere beginners, and for reasons which I explained in my third paragraph, can hardly be taken into account in estimating the work of our schools. In my reports upon separate districts I have already noticed the untrustworthy character of the school registers, and I have no doubt that in future, District Officers, through their Chief School Mohurrirs, will secure a nearer approximation to truth; but I cannot give credit for any scholars who do not pass some examination however elementary.

The great discrepancy, between the numbers on the registers and the numbers taught, seems to be due to a system of official pressure, which produces only superficial results, as well as to other causes already indicated.

General remarks upon Vernacular Education.

10.—Taking into account the actual work done in our Vernacular schools tested by examination, I see no reason to be dissatisfied either with the workmen or the machinery employed to carry out the present scheme of popular education, though it may be doubted, how far that scheme is calculated to raise the standard of education throughout the country. In some places,

and in some respects, our organization admits of improvement; but no great expansion of our system can be looked for while the circumstances of the people remain unchanged. It is generally allowed that our Vernacular education is viewed by the people with great apathy, and it is plain that it is sought with none of that eagerness with which opportunities of learning English are seized in many places; while, as models, our Vernacular schools are absolutely disregarded, unless where the teacher of a private school is a candidate for Government employment. The reason of this seems to be as follows:—Popular education, which is new in Europe, is not understood, perhaps is not needed, in India. A native studies literature either for religious purposes, or as an accomplishment, or to get his living by the pen. To all such persons the education which they desire, is easily accessible outside of a Government School; and for our History, Geography, and Arithmetic they have no esteem. To an Englishman these things are useful knowledge, but the native's daily life suggests no need of History or Geography; and if he is a shop-keeper or accountant, he uses a totally different system of Arithmetic to that which he has been taught in the Government School. Hence these subjects are looked upon as useless, and being undervalued are never studied intelligently, and so fail to be of service even as mental gymnastics.

Another cause of the disrepute of our Vernacular schools is a popular prejudice against the Urdu language as a branch of study. Without entering into the whole question, I think it clear that a training in Persian literature is alone sufficient to give facility and correctness in reading and writing Urdu; and I have often proved this by testing, in Urdu dictation and reading, boys who have learnt hardly anything but Persian. For the spelling of Hindi and Persian words is phonetic, and though some letters may cause difficulty to a European student, the native's ear will almost always guide him correctly. The only difficulty is with Arabic words, whose orthography is retained, though their pronunciation is changed; but these are learnt through Persian.

If the above considerations are at all sound, it would seem advisable to make use of good Persian scholars as teachers, without necessarily exacting from them an acquaintance with the special subjects of the Government scheme of studies, particularly in Town Schools, and wherever there is an assistant teacher who has passed through the Normal School. And, secondly, Urdu literature might with advantage, make way for the Persian classics, though of course the Vernacular would remain as the medium of instruction.

Mr. Pearson will be asked to bring forward these proposals in a separate communication, and to state precisely what modification or change of the present system he desires; especially on the second point he should show exactly the scheme of studies he would propose for our Vernacular schools in lieu of that now in use.—DIR. P. I.

Town Schools.

11.—The 12 Town Schools have, on their registers, the names of 1,132 pupils with an average daily attendance of 905. The number of boys in the sixth and upper classes is 413, or 36 per cent, of whom one-half are in the sixth class. The amount of fees was Rupees 254.

The Deputy Inspector examined all these schools by written papers last hot weather, when Gujranwala and Dinga proved to be the best.

Chakowal, Rohtas, Maghiyana, Kunjah, and Zafarwal deserved favorable mention. Pasrur and Duska were bad. These results were generally confirmed by my own oral examinations. In my district reports 3 Town Schools are classed *good*, 5 *fair*, 3 *moderate*, and one *indifferent*.

Town School in Rawul Pindee District.

12.—Kalar, a village of inconsiderable size, furnishes the only Town School in the Rawul Pindee District. Two or three years ago, owing perhaps to exceptional circumstances, this school was in a very flourishing state. At present it is inferior to several Village Schools, and particularly to Pindee Gheb in the same district.

Inspector has been reminded that he should reduce this Kalar School to the village grade, if it does not come up to the lower standard.—DIR. P. I.

Town Schools in Jhelam District.

13.—There are two Town Schools in Jhelam District, viz., at Rohtas and Chakowal. Both of these are in very fair order. At Rohtas 11 boys in the third, fourth, and fifth classes, answered extremely well in all subjects. 20 boys came forward in the sixth class, but half of them were quite ignorant. At Chakowal, 14 boys in the third and fourth classes passed an excellent examination; but 16 boys in the fifth class were fit only for the sixth. 11 boys in the sixth class were up to the average.

Town Schools in Gujrat District.

14.—In Gujrat District there are large and important Town Schools at Dinga and Kunjah. In my Special Report the former is classed *moderate*, and the latter *fair*; but in neither could I find evidence of careful teaching and regular work, although both seemed capable of being made good Schools.

Town Schools in Gujranwala District.

15.—In Gujranwala District there are three Town Schools, one in the City of Gujranwala, and two others at Hafizabad and Pindi Bhatiyan. The first is described as *good*, and the two others as *fair*. The school at Gujranwala is exceptional, as in no other district is there a Government Vernacular School at the same place with a superior English School. In the present instance, I am not aware that either school is prejudicial to the interests of the other. The work of the upper classes of the Gujranwala Town School was excellent in all respects; but it is to be regretted that there should be only 12 boys from the first class to the fifth inclusive. The sixth class, though numerous, was no better than in other schools.

More accurate teaching is needed at Hafizabad. The Pindi Bhatiyan School hardly deserves credit for several young men who offered themselves for examination, and whose names appear on the register, but who belong rather to a past generation of scholars.

Town Schools in Siyalkot District.

16.—In Siyalkot District there are Town Schools at Zafarwal, Pasrur, and Daska. The first is described as *good*, the second *moderate*, and the third *indifferent*. The two latter, however, would not be satisfactory specimens of Village Schools. Each is in connection with an Elementary English School, and hitherto the English Teacher has been Head Master of both departments, but on my recommendation the Deputy Commissioner has recently made the English and Vernacular Teachers independent of each other. The excellence of the Zafarwal Town School is due to the superior influence of the Persian Teacher; and I hope that under the new arrangement Pasrur and Daska will rise to the standard of other Town Schools.

Town School in Jhang District.

17.—The only Town School in the Jhang District, at the date of my tour, was at Maghiyana, where the boys, though young, have been exceedingly well taught. In my special Report I recommended that Chuniot Village School should be raised to the Town grade, and this suggestion has been approved of by the Officer in Civil charge.

Village Schools.

18.—The number of Village Schools in this Circle is 441. Names on the registers 15,352. Average daily attendance 12,328. The amount of fees collected was 918 Rupees. In the course of my tour I inspected 431 schools, of which—3 were *good*, 39 *fair*, 212 *moderate*, 121 *indifferent*, and 56 *bad*. In the sixth and upper classes 4,015, or 26 per cent. of the registered number, are shown in the District Returns, but only 2,969, or 19 per cent, appeared before me at Examination, and many of these were not up to a minimum sixth class standard.

I have already noticed the great difference between the numbers nominally under instruction, and those

Mr. Pearson was asked for suggestion how to make attendance more regular, and how to secure more trustworthy returns. His reply was that attendance must be irregular among an agricultural population, and that it was no use punishing for incorrect returns. The only thing to be done, therefore, was to warn all concerned, and to discourage in every way the submission of fictitious statistics.—DIR. P. I.

actually learning something. The subject seems to deserve more attention than—so far as I am aware—it has received hitherto.

In my Special Reports I have suggested some reforms which have met with your approval. I found that the course of study in any particular school, depended very much upon the accident of certain books falling into the hands of teachers or boys.

Thus of half a dozen schools coming together to be examined, one would have been reading Grammar alone, another Geography alone, another History alone. To obviate this irregularity, I have given out that at the next Examination every boy will be required to come prepared in at least the following subjects:—

VI. Class.—Reading from Urdu Story Book; Dictation from the same; Arithmetic,—the four Simple Rules.

V. Class.—Easy Persian and Urdu Reading; Urdu Dictation from any book of ordinary difficulty; Arithmetic,—the Compound Rules.

IV. Class.—Reading from Gulistan, &c; Dictation as in the V. Class; Arithmetic,—Rule of Three and Fractions.

I hope that the result will be not only a better method of teaching, but also a more satisfactory classification.

I have also recommended that regular copy writing should be practised in every school, and that the fourth and upper classes should write on paper. The scarcity of books in the schools of Jhang and Shahpur Districts, led me to suggest that in special cases books should be supplied from public funds.

Mr. Benton, Assistant Commissioner in charge of Jhang, approves of my proposal; but Captain Davies, Deputy Commissioner of Shahpur, thinks that parents can generally afford to buy books, and where this is the case he is unwilling to provide them for nothing.

I am quite sensible of the objections which lie against helping those who will not help themselves, but a school, which can muster only some half-dozen primers, is hardly worth the keeping.

Excepting parts of Jhelam and Rawul Pindee Districts, excellent school houses exist everywhere.

Village Schools in Siyalkot District.

19.—In Siyalkot District 79 Village Schools were examined by me, of these—16 were *fair*, 43 *moderate*, 16 *indifferent*, 4 *bad*. There are 3,206 names on the registers with an average daily attendance of 2,591. In the sixth and upper classes 704 boys came before me, or an average of 9 to each school, of whom rather more than one-half are in the sixth class. Many of these boys were below the average standard of their classes, but on the whole the Village Schools of this district are entitled to the first place assigned to them by the statistics.

Major Mercer, the Deputy Commissioner, explains that 11 schools, for which girls' schools were substituted, had been closed on account of inefficiency, but that some of them have lately been re-opened. A very complete account of the general state of education in Siyalkot District has been furnished by Mr. Roberts, Assistant Commissioner, and will be found in the Appendix to this Report. The Chief School Mohurrir, Ilahi Bakhsh, has always borne a high character, and deserves credit for the satisfactory state of the schools under his control.

In December upwards of four hundred boys were collected from all parts of the district, to be present at an Educational Durbar held by the Deputy Commissioner. On this occasion speeches were read in praise

of education, social reform, and various movements or institutions; after which prizes were distributed, and the proceedings terminated with a performance of acrobats and fire-works.

Village Schools in Gujranwala District.

20.—In Gujranwala District 77 Village Schools were inspected, of which—1 was *good*, 13 *fair*, 27 *moderate*, 27 *indifferent*, 9 *bad*. The number of names on the registers is 2,389 with an average daily attendance of 2,054. The number of boys examined in the sixth and upper classes was 627, giving an average of 8 boys to each school, of whom rather more than one-half are in the sixth class. Major Babbage writes:—"The changes among the Tahsildars, owing to the arrangements connected with the Settlement operations, have been so frequent that they have not been able to look after the Village Schools. The operations of Settlement, too, may naturally be expected to disturb the attendance at school, so that the general progress of education in the district may be deemed satisfactory." I concur with the Deputy Commissioner, except that the schools shew no signs of neglect. Portions of the district are a mere jungle, which accounts for a slight inferiority to the Siyalkot Schools. The Chief School Mohurrir, Imamollah, discharged his duties entirely to my satisfaction.

Village Schools in Jhelam District.

21.—In Jhelam District 63 Village Schools were examined, of which—4 were *fair*, 41 *moderate*, 11 *indifferent*, 7 *bad*. The number on the registers is 2,600, with an average daily attendance of 2,253. In the sixth and upper classes 446 boys were examined, or an average of 7 in each school, of whom three-fifths are in the sixth class.

The condition of schools, in the more fertile and populous parts of this district, is decidedly satisfactory. In the Taligang Tahsil the habits of the people are unfavourable to education, and several schools are doing little or nothing. Major Bristow states in his Report, that the regular monthly expenditure is slighly in excess of the sanctioned amount, but some of the less efficient schools might be closed with advantage. Chief School Mohurrir, Alimuddin, deserves great credit for his industry and perfect acquaintance with the condition of all his schools.

Village Schools in Gujrat District.

22.—In Gujrat District 61 Village Schools were examined, of which—one was *fair*, 36 *moderate*, 21 *indifferent*, 3 *bad*. There are 2,404 names on the registers, with an average daily attendance of 1,893. The number of boys examined in the sixth and upper classes was 418, or an average of 7 in each school, of whom three-fourths are in the sixth class I was not satisfied with the general state of the schools; there appears to have been no proper supervision for some time past. Captain Paske, who has returned to Gujrat after a long absence, writes:—"I have already reported on the state of schools, endorsing the opinion of the Inspector, that they are generally in a very indifferent state. I have shown how little exertion has been made by the Chief Mohurrir, and have suggested that if his work is not performed more satisfactorily, he should be removed."

Village Schools in Shahpur District.

23.—In Shahpur District 42 Village Schools were examined of 45. Of these—2 were *fair*, 21 *moderate*, 14 *indifferent*, 5 *bad*. The number of boys on the registers is 1,680, with an average attendance of 1,138. In the sixth and upper classes 216 boys were examined, or an average of 6 boys to each school. Owing to the nature of the country, and occupations of the people, education is little valued in this district; but the relative degree of progress has been greater than elsewhere, so far as I am able to judge. No schools have yet been advanced to the Town grade, but those at Miani, Kushab, and Sahewal, should satisfy the conditions of promotion next year.

Captain Davies speaks highly of the Chief School Mohurrir, Abdussalàm, as a whipper-in, but complain of his ignorance. I was well satisfied with the way in which he performed his duties while on tour with me. Captain Davies makes some general remarks which deserve attention, though unfortunately only a few schools

rise high enough to come within their scope. He says:—"Regarding the quality of the instruction given, I have long been of opinion that we aim at teaching too much at a time, and the result, therefore, generally is that boys, or rather young men, leave our schools with a superficial knowledge of a variety of subjects that are of no use to them in after life, and for these more useful studies are neglected. I am aware that the pupils are themselves in a great measure to blame for this, as they commonly leave school so soon as they have acquired just sufficient knowledge to enable them to earn their bread as writers in our Offices; but at the same time I feel sure, all who have been brought closely in contact with our schools, and have seen the practical working of the Scheme of studies pursued in them, will join with me in regretting that more attention is not paid to giving the boys a thorough grounding—as it is called—in the reading and writing of their own language. As it is, young men leave our schools with a smattering of Geometry, History, and Geography, who, at the same time, are not able to write a letter of five lines that shall be free from errors of Diction or Orthography."

Village Schools in Jhang District.

24.—In Jhang District 32 Village Schools were examined, of which—2 were *good*, 2 *fair*, 14 *moderate*, 6 *indifferent*, 8 *bad*. There are 896 names on the registers, with an average attendance of 697. In the sixth and upper classes 167 boys were examined, or on an average, 5 to each school. A smaller proportion of teachers in this district, has passed through the Normal School, owing to the dislike of its natives to go abroad, and of strangers to settle here—and in consequence several schools are very ill taught. Besides, the people are by no means generally in a position to appreciate or profit by literary education. But the schools have been carefully managed, and are doing quite as well as could be expected.

Mr Benton writes:—"At the end of last year only 152 had got beyond the 7th class, while for the present year, the returns show 229."

Mr. Pearson will be asked to bring this proposal forward, if he thinks it desirable, in a separate communication, when it will be laid before Government for consideration.—DIR. P. I.

He advocates the remission of fees as a temporary measure, till the schools are better established. In this I concur with him, more especially as I have reason to believe that in many cases the fees are actually paid by the teachers, who cannot afford to expel defaulters.

With regard to Hindi Schools Mr. Benton says:—"I was sorry to see at the school of Ahmadpur, where Hindi is taught—and more than half the pupils are Hindi—that the Hindi School is conducted almost without any view to attract pupils for the ordinary Vernacular School, but for its own sake.

In some of these mixed schools, I am told none of the Hindi pupils take instruction in Urdu, and in none of them do more than half read Urdu.

It seems necessary that in Towns where there are many traders, there should be for the present Mahajani classes; but if we let off those classes without Urdu, we are only aiding to prolong a barbarous character, and a variety of styles of writing, which gives infinite trouble." My own impression is that these Hindi branches serve no purpose but to put a few rupees into the pocket of some male nurse. Good Mahajani Schools, such as exist in large Cities, are so far as they go, admirable specimens of practical education; although we might wish them to substitute book-keeping by double entry for their present system of accounts: but these schools, of which Mr. Benton speaks, are generally a collection of infants who learn nothing at all. As to teaching them Urdu, I doubt whether Mr. Benton has realized the aversion which the parents of these children have to it, and the impossibility of getting them to submit to it, if they are bent on evasion. The Chief School Mohurrir, Hukam Chand, gave me satisfaction, and is favorably mentioned by the Deputy Commissioner.

Village Schools in Rawal Pindi District.

25.—In Rawul Pindi District 77 Village Schools were examined, of which—one was *fair*, 30 *moderate*, 26 *indifferent*, and 20 *bad*. The number on the registers is 2,177. Average attendance 1,702. In the sixth and upper classes there are 361 boys, or on an average rather less than 5 boys to each school—of whom three-fourths are in the sixth class. There is a very promising school at Pindi Gheb; and in the Gujur Khan Tahsil there are schools up to the average of other districts; but a large proportion of the population is Mahometan, and rather averse to Government education. Besides, in many parts of the district; the villages are scattered, and the inhabitants engaged in agricultural and pastoral pursuits, more exclusively than is the case in richer countries, and such people have little value for letters. I have not yet received the Deputy Commissioner's Memorandum upon the Schools for the past year, but I am aware that he is in favour of closing a considerable number of the least efficient, and in this I agree with him entirely.

The Chief School Mohurrir—Sahib Ali—discharged his duties on tour to my satisfaction, and he has visited the schools constantly. I doubt, however, whether his influence is much felt in them.

Normal School.

26.—The Normal School contains at present 57 pupils, of whom—28 are teachers sent up for training, and who receive the full amount of their pay; 15 are candidates for teacherships nominated by District Officers, and in receipt of 4 Rupees a month subsistence allowance; 12 are scholarship-holders nominated by the Inspector, who get 5 Rupees a month for the first year, and are eligible for an increase afterwards; and 2 are non-stipendiary. Efforts have been made to attract non-stipendiary students, and occasionally men are willing to come with the hope of succeeding to vacant stipends, but they do not usually remain long unless they can get an allowance. Practically a Normal School Student must be regarded as a paid servant.

At the half-yearly Examinations for Certificates in April and October 1865, 42 men went out, of whom—18 failed, and 24 passed, viz.—First Town grade, 2; First Village grade, 6; Second Village grade, 4; Third Village grade, 12. Those who failed were generally marked low in most subjects. The new arrangement, by which the period of training is increased to two years, has since come into force, but in April last no student had completed the term, consequently the usual examination for certificates was not held The whole school has, however, been examined in the subjects fixed for the final examination of the Rudimentary class after the preliminary course of six months. The work of those who have been already more than six months in the Normal School, was satisfactory. A very easy paper in Arithmetic was well done, and also dictation and reading with explanations from an Urdu Text-book.

The answers in History and Geography were not good, and one-half of the Examinees were very deficient in critical knowledge. Those who have recently entered the school were in every respect very much inferior. It is evident that the men come up to the Normal School extremely ignorant for the most part, while the progress made under training is creditable to Ilahi Bakhsh the Head Master, and his Assistants.

It is worthy of notice that the inferiority of the new students is not only in the subjects peculiar to the Government course, but is equally apparent in Persian and Urdu literature. An opinion seems to prevail among District Officers, that the low standard of Village Schools is mainly due to the incompetence of the teachers.

I should, however, be rather inclined to attribute it to the small value attached to mere reading, writing, and Arithmetic. In most schools some two or three boys get a fair elementary education, and so far as the attainments of the teachers are concerned, there might as well be a dozen or twenty equally advanced. A better class of teachers would no doubt get some pupils who are now taught privately, but it may be doubted whether they would attract those who do not care to learn.

The Normal School is still in the Cantonment Bazar of Rawal Pindi; and although the building has been enlarged, the situation is somewhat inconvenient. Barracks in the abandoned Cantonment of Jhelam, have been made over for the use of the school, but it has been thought prudent to defer its removal, pending negotiations for the sale of the Cantonment to the Punjab Farm Company.

Jail Schools.

27.—The Jail Schools hardly admit of comparison, owing to the different terms of imprisonment in the several prisons. Usually a certain hour in the day—often the dinner hour—is set apart for instruction; and the teachers are either one or more Barkandazes, who can read, or a Munshi. It is plain that one man cannot do much in a single hour for two or three hundred pupils, and the Barkandazes are generally inefficient teachers. The best work is shown in the Rawul Pindi Jail, where a properly qualified Munshi takes a separate batch of prisoners every hour during several hours of the day.

Rawul Pindi Jail.—15 men write from dictation, and read a little Persian. 12 read easy Persian and Urdu. 27 read Urdu Primer.

Gujranwala Jail.—3 men write easy dictation. 8 can read Urdu at sight. 8 read a prepared lesson, but often by rote. A large number of men read compound or simple letters, and can trace their forms in the dust. Three Barkandazes are employed to teach.

Jhang Jail.—9 men read from Urdu lesson book, and write easy sentences. 15 men can write syllables and figures. A Munshi teaches.

Shahpur Jail.—3 men write easy sentences. 9 read from Urdu lesson-book. 4 men read words of one syllable. A Munshi teaches.

Gujrat Jail.—6 men read Urdu lesson-book. 10 read words of one syllable. A Munshi teaches.

Jhelam Jail.—4 men read easy Urdu. 4 men read words of one syllable. A Barkandaze teaches.

Siyalkot Jail.—The school was closed at the time of my visit. Mr. Roberts writes:—"About 90 prisoners have been under instruction during some part of the year, but as most of the prisoners here are confined for short terms, it is impossible to accomplish much."

Aided Schools.

28.—Aided Schools in this Circle, with a few exceptions, may be classed under three heads, viz.:—

(1)—Mission Schools. (2)—Elementary English Schools. (3)—Female Schools.

There is also the Sir Henry Lawrence Memorial Asylum at Murree, for Soldiers' children; and the City School at Jhelam which is anomalous. Of all these, the Lawrence Asylum, the Mission Schools, and perhaps two Elementary English Schools, alone strictly comply with the principle of grants-in-aid, which were intended to assist the local exertions of private persons. The rest are Government Schools under private management, or subscription Schools established and managed by District Officers.

The meaning of this is that, in Mr. Pearson's opinion, income from Municipal Fund and such like local sources cannot rightly be reckoned as private incomes, rendering the school eligible to an equivalent Government grant. In this opinion I do not agree.—DIR. P. I.

In this part of India, circumstances are unfavorable to the existence of schools supported by the independent co-operation of native gentlemen. Hence the grant-in-aid system has made no progress, although in a modified form it has been found convenient for the extension of education.

American Presbyterian Mission Schools at Rawul Pindi.

29.—Three schools in the City and Cantonment of Rawul Pindi, receive grants-in-aid, viz.—(1) the City School; (2) an Elementary English School; (3) a Female School. They are maintained by the American Presbyterian Mission, and are managed by the Revd. H. Orbison of that Mission.

The highest class of the City School corresponds to the fourth of the Government classification, and about 50 boys of 100 may be considered to have risen above the lowest class.

With the exception of one class, all passed a good Examination in English reading and dictation. Geography is fairly known. Urdu and Persian reading was satisfactory in some cases, but it seems that the study of the Vernacular is optional Favourable mention was made of this School by the Examiner in Mathematics at the General Annual Examination of Zilla and Aided Schools held last October. In the Cantonment school 25 boys have made remarkably rapid progress in English reading, though they have learnt little or nothing else.

Most of these boys belong to the Gurka Regiment stationed at Rawul Pindi, and have been at school less than a year. Many of them are used to fetch and carry for European soldiers, and thus learn to speak the language.

The Female School is visited by Mrs. Orbison constantly, and is making satisfactory progress.

Jhelam School.

30.—The School at Jhelam was made over to the Revd. C. Toussaint of the Additional Clergy Society six years ago, who has managed it very successfully till lately, when he was transferred elsewhere. His successor—the Revd. F. Cardewe, has kindly undertaken the management of the school upon the same conditions. When I inspected the school in February, there were 80 boys—of whom one-half were above the lowest class. The boys are generally young, and the fourth class is the highest; but their English reading was excellent, and in other subjects they did extremely well, excepting Arithmetic which has been neglected altogether. There is a branch school, which however had then made no progress.

Church of Scotland Mission Schools.

31.—The Church of Scotland Mission has three Aided Schools in this Circle,—viz., two at Siyalkot under the management of the Revd. R. Tayler, and one at Wazirabad under the Revd. Mr. Patterson.

Siyalkot City Mission School.

In the Siyalkot City School there were 100 boys on the registers, of whom 20 were learning English when I visited the school in December. The first class corresponds to the sixth of the Zilla Scheme, and 5 boys in this class could read English, and write from dictation fairly. 6 boys in the second class could read, but their dictation was a failure. 6 boys in the third class could read correctly, but failed in spelling and meaning of the words occurring in their lesson. In Arithmetic, and in Urdu reading and writing, there was a general failure. I observed also a want of discipline, and organization.

Siyalkot Cantonment Mission School.

32.- The Cantonment School, though aiming at a lower standard, was in far better order, and hardly less advanced in English reading. There are 75 boys on the register, of whom—20 are learning English, 14 of whom passed a fair Examination in Elementary books. Some of those who read English do not attempt the Vernacular. In the whole school 22 boys could write an easy sentence of Urdu from dictation; 5 boys worked correctly a sum in Compound Division. A stricter system would improve both schools.

Wazirabad Mission School.

33.—The Wazirabad Mission School has one hundred boys on the rolls, of whom 30 read English. The first class consisting of 5 boys, read and explained Landmarks of History very well; but were ignorant of the Geography connected with their reading. They write from dictation correctly, and two boys knew the first book of Euclid. Written translations from English into Urdu were well done. The second class of 8 boys was equally well prepared. Arithmetic was fairly

done in both classes. The third class taught by a Monitor, was by no means so perfect as the above. In the Vernacular classes, 15 boys wrote easy dictation, and 9 could work a sum in Simple Subtraction.

I consider the first two English classes to be in a very satisfactory state; but better teachers are required in the lower school.

Elementary English Schools.

34.—Whatever may be the theory of Elementary English Schools, there can be no doubt as to their popularity and success. While a half-taught youth of low origin can earn, as English Teacher, twice the pay of an intelligent and respectable Munshi, and young boys can pick up a living about the barracks of European soldiers, it is not wonderful that there should be a real desire to learn English among the poorest classes, no less than among others in a higher social position. Here there is no apathy of the people to dishearten the philanthropist: no Tahsildar or Local Committee is needed to explain the advantages of education. The only obstacles are the high rate of pay claimed by English Teachers, the expense of English books, pens, and paper; and, to the poorer sort, the necessity of maintaining themselves by manual labour.

In this Circle there are at present 9 Elementary English Schools, of which one—the Rawul Pindi Cantonment Mission School—has already been described. There remain three in Siyalkote District, in connection with the Town Schools at Daska, Pasrur, and Zafarwal; three in Gujranwala District, at Batala, Ramnagar, and Akalgarh; one at Shahpur, and one at Shorkot in the District of Jhung.

Elementary English School at Daska.

35.—*Daska Elementary English School.*—General state *moderate*; 20 boys read English, of whom 12 read the Primer. The rest read up to the eighth class of the Zilla School Scheme; pronunciation is indifferent throughout, and only three boys can write correctly from dictation. All these boys read in the Vernacular classes as well. The Teacher has since been dismissed for misconduct and neglect of his duties.

Elementary English School at Pasrur.

36.—*Pasrur Elementary English School*—General state *moderate*; 23 boys read English, of whom 15 are beginners. The Teacher has a very imperfect knowledge of English, and only two boys could read and write from dictation correctly. The only books used were some which the teacher had brought away with him from the Mission School where he was educated. 9 boys in the lowest class were reading by turns from one book, and under the circumstances had made excellent progress. Another boy was acting as servant to the teacher, in return for his victuals and schooling. This to shew the difficulties under which English is studied.

Zafarwal Elementary English School.

37.—*Zafarwal Elementary English School.*—General state *moderate*; a large number of boys had commenced English, of whom 15 had got beyond the Primer. On the whole they were doing well, but some had been allowed to neglect their Vernacular studies entirely. The teacher has since been dismissed for misconduct.

The above three Schools in Siyalkot District, are maintained by an allowance of 15 Rupees each from Municipal Funds, and a grant in-aid of equal amount.

Batala Elementary English School.

38.—An Elementary English School is maintained at Batala by Sirdar Jhanda Singh. 21 boys are reading English, of whom 9 are beyond the Primer. Excepting one boy, they were imperfect in their English reading, chiefly because the books were too hard for them, for their writing from dictation was good. The Vernacular and Arithmetic had been neglected. The general state of this school is described as *moderate*.

Ramnagar Elementary English School.

39.—*Ramnagar Elementary English School*—General state *moderate*. 20 boys had advanced beyond the Primer of 34 on the rolls. Two boys had made good progress, and were given scholarships to the Zilla School. The rest appeared to have been industrious, but had suffered from negligent teaching. The new teacher seemed likely to be successful. As in most Schools of this class, there was a great want of books, slates, and all the implements of education. The teacher is paid 40 Rupees a month,—half from Municipal Funds, and half from Government grant.

Akalgarh Elementary English School.

40.—Akalgarh Elementary Elglish School is maintained by some native gentlemen of the place whose sons furnish the greater number of scholars. 16 of 21 are beyond the Primer, they have been extremely well-taught in all respects, and are better provided with books than is the case elsewhere The general state of this school is described in my special report as *good*.

Shahpur Elementary English School.

41.—At Shahpur an English School is maintained by subscription among the Amla (and equivalent grant-in-aid) for the purpose of instructing themselves and their sons. The general state of the school is *indifferent*. The teacher's pronunciation is bad, and he has failed to exercise proper discipline. In the Adult School, 5 men can read and explain an easy Reader, of whom 3 can write from dictation. In the other school, 6 boys can read fairly, and an equal number indifferently. There has been no copy-writing, and consequently they all write badly.

Shorkot Elementary English School.

42.—At Shorkot 44 boys are learning English, of whom 10 have advanced beyond the Primer. These latter read from Second English Book and write dictation from the same very correctly. In the lower division, 14 boys read the Primer nicely. All read also in the Vernacular School which is in very good order. The school is managed by the Deputy Commissioner, who has supplied the boys with books, and is supported by subscriptions collected by the Tahsildar, and a grant-in-aid. The school had existed less than a year at the date of inspection, and its general state was *fair*.

Female Schools.

43.—There has been a large increase in the number of Female Schools, which now number 250. The increase is due chiefly to Schools established in Siyalkot District upon the grant-in-aid principle, although, I believe, no grant has yet been sanctioned. 36 are Government Schools maintained in the same manner as Village and Town Schools, but not open to inspection unless where the people desire it. 126 are under the management of Baba Khem Singh, in Rawul Pindi and Jhelam Districts. The cost is entirely defrayed by Government. 87 in Siyalkot District are maintained by subscriptions.

In the absence of any regular inspection, it is impossible to speak with confidence as to the state of these schools; and native gentlemen connected with them, are singularly ignorant or reserved about the amount and kind of work done in them. It is certain, however, that a large proportion of Schools recently taken under the patronage of Government, are nothing more than the infant schools which have existed from time immemorial for the purpose of conveying some little religious instruction. Where *parda* is not strictly observed—particularly in the villages—girls of four or five years of age are sent to an old Guru or Mulla, and learn to read texts legibly written for them on a black-board—or in the case of Mahomedans, passages from the Qurân. The regular course of instruction goes on at intervals for about six months, but women who work out of doors, are glad to send their young children at all times to be taken care of. Two such schools I have seen lately,—one Baba Khem Singh's, the other unconnected with Government.

Government Female Schools.

44.—I can give but little account of the 36 Government Female Schools. Four, which I visited in Gujrat City, were not doing well. Captain Davies speaks of three or four girls in a school at Kushab having made good progress.

Female Schools in Siyalkot District.

45.—Full information has been received concerning the establishment of Female Schools in Siyalkot District from the proceeds of a subscription amounting to 5,000 Rupees.

There are altogether 98 girls' schools, including 11 maintained from the Cess Fund, of which—72 are Persian, and 26 Hindi; and the girls attending them are Mussalman or Hindu in the same proportion. Major Mercer writes :—"I have arranged for the printing of a large number of Rudimentary Class Books of an entirely secular character, which I think may generally be approved of. The principle I have acted on, however, in respect to books, appointments of teachers, and inspections, is that of non-interference. I have discouraged the introduction of any religious books, on the ground that Government aid could not be expected in support of any schools where the strict principle of neutrality was not observed; but where Government aid was not desired, the people were of course at liberty to do as they liked. In dealing with questions of this kind, I have found it better to be entirely unreserved with the people, and in not one single instance have I been met with the slightest opposition."

This is a mistake of Major Mercer's, which has been brought to his notice.—DIR. P. I.

I do not suppose that the people have been equally unreserved with Major Mercer, who, however, has mistaken the policy of Government in respect of Aided Schools. That policy is based upon "an entire abstinence from interference with the religious instruction conveyed in the schools assisted," and by no means excludes dogmatic teaching, as in purely Government Schools. But the position of Government Officers acting as *Managers* of Private Schools, was apparently not contemplated in the Educational Despatch of 1854. Major Mercer had not visited any Female Schools himself, "though frequently asked to do so," but Mr. Roberts, Assistant Commissioner, writes as follows:—"I have visited many of the schools at the earnest request of the Zaildars and chief people in each village, who are invariably anxious for Government Officers to see what is being done. In most cases, the girls in attendance were of very tender age, and had only just made a beginning; but in some cases they had attained some proficiency in reading."

Quite right.—DIR. P. I.

I do not suppose Major Mercer considers himself or can rightly be held by others to be the Manager of the Female Schools in his district. The subscribers, who supply the private income, or their representatives, are the virtual Managers; but as in other matters, so in this, they look to the Deputy Commissioner for guidance and encouragement Mr. Pearson has been addressed accordingly.—DIR. P. I.

Baba Khem Singh's Schools.

46.—I have been unable to learn anything definite about Baba Khem Singh's schools; but I believe them to be religious infant schools, as described in my 43rd paragraph. Only 5 are described as Persian Schools, and are, I presume, attended by Mahometans.

Sir Henry Lawrence Memorial Asylum, Murree.

47.—The Sir Henry Lawrence Memorial Asylum was founded for the support and education of soldiers' children. It is maintained from proceeds of endowment, voluntary subscriptions, fees, subsistence allowance granted to soldiers' children by Government, and a liberal grant-in-aid.

I inspected the school in April, and found the general arrangements and discipline quite satisfactory. A separate building for the girls, now in course of construction, will be a very desirable improvement, and will obviate the necessity of crowding. At present the dormitories are hardly spacious enough, although the children are remarkably healthy.

There are at present 50 boys and 35 girls. The boys are divided into four classes. The first class of 13 boys could read English, and write dictation fairly. They worked a sum in Compound Division, but failed in Fractions. The boys in the lower classes could read from their lesson-books with tolerable correctness, but failed very generally to answer questions arising directly out of the lesson. I think that more should be

learnt, but above all, that a system of intelligent oral teaching should be adopted. At present the boys read mechanically without understanding or interest; and Grammar and Geography are treated as distinct subjects, having no connection with the reading lessons.

The same defects are found in the Girls' school, only that whereas the boys' lessons are gone through with a certain degree of mechanical precision, the girls are very imperfect in all that they profess to know. The first class of 8 girls write neatly, and read with correct pronunciation, but hardly understand anything of what they read; and an easy passage dictated to them was not only mis-spelt, but the sense strangely perverted. They worked an easy Long Division sum correctly, but failed in Simple Multiplication, and reduction of pence to pounds. The second class of 11 girls were perhaps more perfect, but their reading was of the most elementary kind. In the third class, 16 girls learn on the Infant School system.

The afternoons of the girls are given up to sewing and household work, but there must be plenty of time for lessons as well.

Favourable mention of the services of Subordinate Educational Officers and others.

48.—Maulavi Muhamad Ali, Deputy Inspector, has accompanied me every where on tour, and has since been employed in assisting me with the various Normal School Examinations. His long experience in the Circle, and his activity and punctuality in the discharge of his duties, have enabled me to carry on the routine of this Office—from the first—without difficulty; and the trustworthiness of his own independent examinations last hot weather, is borne out by my experience from personal observation.

The Chief School Mohurrirs and Masters of Zilla Schools have already been mentioned in connection with their work.

I have no means of forming an opinion upon the services of Tahsildars, and other native gentlemen who take an interest in education—at least my acquaintance with the Circle is too recent for me to distinguish rival merits; but I have consulted District Officers, and furnish in the Appendix a list prepared in accordance with their recommendations.*

Acknowledgments to District Officers.

49.—In conclusion, I beg to acknowledge the courtesy and assistance which I have invariably met with at the hands of Officers in Civil charge of Districts where my work lies; and at the same time, to offer my testimony to the intelligent interest which they take in the subject of Education; and to the constant attention which they devote to the schools under their care.

Memorandums by District Officers, upon the state of education in their Districts during the year, are added in the Appendix.

Returned after perusal. Mr. Pearson has noticed or extracted all the points of interest in them.—DIR. P. I.

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* *Noticed in the Director's General Summary.*

FRONTIER CIRCLE.

OFFG. INSPECTOR,—H. B. BECKETT, Esquire.

I have the honor herewith to forward a report on the progress of Education in the Frontier Circle, for the year ending 31st March 1866.

Route adopted during the cold season inspection.

2.—On account of the Kohat Pass being closed, I commenced the inspection for the year under Report at Kala-bag in the Bunnoo District; from thence I marched to Dera Ismail Khan, where I joined His Honor the Lieutenant Governor's Camp, and went with it as far as Dera Gazee Khan. I crossed the Indus below Jampore, and marched up the left bank to Attok, inspecting on my way the schools in the District of Mozuffurgurh, and in the Cis-Indus portions of Dera Ismail Khan and Bunnoo.

General Statistics.

3.—A Zilla School has been established at Peshawur, so that there are now 3 Schools of this description in the Frontier Circle. The number of Normal and Jail Schools has not increased. Among the Mission Schools, a grant has been allowed for Dera Ismail Khan; and a small school established at Bunnoo. By the transfer of the Mozuffurgurh District to this Circle, 1 Town School and 31 Village Schools have been added; not counting this addition, the number of Village Schools, including the 2 Model Schools of Hazara, has increased by 4. In the Bunnoo District, there has been an increase of Female Schools; and by the addition of Mozuffurgurh, 4 more have been added. The school at Kohat continues to be the only Elementary English Institution.

Peshawur Zilla School.

4.—The Peshawur School was established on the 17th of last April. Moulvee Shahswaroo-Deen, who was formerly Head Master of the Normal School, took temporary charge till Mr Millett joined from Delhi on the 2nd September. Shahswaroo-Deen was then permanently appointed as Head Vernacular Teacher, and an efficient staff of Masters was enrolled. When Mr. Millett arrived, the number on the register was 106, it soon rose to 180; but in the beginning of the cold weather, on account of the *want of accommodation*, the attendance dowindled down to 130; it has, however, risen since then to 169. The classes range from the 4th to the 10th of the Scheme for Zilla Schools; very fair progress has been made in English, but in Urdu and Persian the boys are rather backward; this is accounted for by the fact that a number—when they joined—had a previous knowledge of English, and very few had read either of the other two languages. In time, I hope that this backwardness in Oriental studies will cease; the animus of the people of the district is certainly in favor of Persian; but in the City, English seems to be most highly esteemed. The great want felt is that of accommodation; during the year school has been held in the Small Cause Court at the Tuksalee Gate of the City; this building answers present requirements very well, but when a permanent school-house is sanctioned, there is every reason to hope that the attendance will be doubled. The Small Cause Court is likely soon to be required by the Judge, and if it is, I know of no place where studies can be carried on satisfactorily, unless temporary sheds are erected. Desks and forms have been made up, and a Horizontal bar and Trapeze have been set going by the Head Master; the latter are greatly appreciated, and during the recess every day crowds collect to see the boys taught gymnastic exercises. The amount of fees collected as yet, has not been great, as the School is in its infancy, but in future fees will be collected regularly. A Local Committee has been appointed of all the most respectable native gentlemen in the City, and Colonel Dhunraj, Extra Assistant Commissioner, has been elected President. Mr. Millett the Head Master, deserves great praise for the way he has conducted the school since he joined. The second English Master, Peer Bux, has also done well, and all the Vernacular Teachers have done their duty satisfactorily. Mr. Millett proposes very soon to organize a Branch School in the Sudder Bazar, on the grant-in-aid principle; and he hopes to get 70 or 80 students.

Dera Gazee Khan Zillah School.

5.—At the close of the year, the number on the rolls was 133, the same as last year; and the daily average attendance has been 120. Fees to the amount of Rs. 206-15-3 has been collected, exceeding the collections of last year by Rs. 6 8-5. There are 8 classes altogether, the two highest of which are studying in the Mooltan Zillah School, for the Calcutta University Entrance Examination. I have inspected the School twice during the year, and on both occasions found that fair progress was being made. In the Hindee class, however, which was commenced in January 1865, very little has been done; the Head Master reports that the Hindee Teacher has been diligent, but that he is dissatisfied with the amount of his salary; and that the boys are idle, and as a rule very young. Moolraj, who has been in charge during the year, continues to do his duty well. He has lately applied to be transferred to some School nearer Lahore, on account of family matters—but I am of opinion that his transfer would be a loss to the School; and as his pay has been raised within the year, he has no just cause to complain. Pohu Mull, the 2nd Master, was transferred to Sealkote during the year, and Deeda Ram has been appointed as his successor on a salary of 20 Rs. a month, on the condition that he continue to study at Mooltan till he succeeds in passing the Calcutta Entrance Examination. In the mean time the work is carried on by Monitors. From the saving effected by Pohu Mull's transfer, a Branch School has been established in the Town of Dera Gazee Khan, as a feeder to the Zillah School. I did not recommend the establishment of a School of this description in my last Annual Report, as I was of opinion that a Branch School would be of more utility in the District; but as no orders have as yet been issued regarding the proposed reorganization of the Village Schools in the Dera Gazee Khan District, mentioned in para. 11 of last year's Report; and as a suitable Master was found for the moderate salary of 15 Rs. a month, with your approval the School was opened as an experiment, and for the short time that it has been in existence it has succeeded well. I hope to see several Branch Schools in the District, but it would be premature to orgainse any at present till the proposed *Choong* system is tried.

Abbottabad Zillah School.

6.—The average attendance has fallen off during the year from 73 to 68, which is mainly owing to the opening of a Model School at Hurripore in the District. A number of boys who formerly attended, belonged to Hurripore, and have gone to the School which was nearest to their homes. I have inspected this School 3 times during the year; the boys of the two highest classes have all left, most of them having obtained employment. In the classes now existing, that is, the 6th, 8th, 9th, and 10th of the Scheme, satisfactory progress on the whole has not been made; the difficulties in the way of a high standard of Education in this School are great; most of the students belong to the Cantonment, and with the exception of the Goorkha Regiment, these are continually changing and even in this Regiment long periods of leave are granted to the men who take their children away with them, and by the time they have returned, they generally have forgotten all they learnt before. A house for the Head Master and out-houses have been erected, at a cost of 496 Rs; and Kanh Singh is anxious to set on foot a gymnasium. Koondan Lall the 2nd English Teacher, is well reported of by the Head Master; and a recommendation is made in his favor for an increase of Salary. His pay is now only 20 Rs. a month; I should like to see it increased, but at present no funds are available, unless you can transfer something from one of the other Circles.

Model Schools—Huzara District.

7.—Two Model Schools have been opened during the year at the Tehseels of Hurripore and Mansera in the Huzara District. I inspected the former in November last, and it has twice been visited by the Deputy Commissioner who writes as follows:—

"When I was last at Hurripore the average attendance was 64, and I found about half of these—the "elder boys—making tolerable progress in Oordoo and Persian reading; in writing the Persian character, "and in Arithmetic, much cannot be expected as yet, considering the short time that has elapsed since the

"establishment of the School. The Teacher, Moulvee Roostum Ally, (who was formerly in the Zillah School, Abbottabad) appears to be popular; and he pays attention to his duties."

The Mansera School has only been opened for a short time, the attendance is fair for so small a place: the pupils are mostly the sons of Public Servants and of the Sheikhs and Swatees of Manserah, and of the whole number only 4 are Hindoos. In both Schools the total number on the Register is 109, and the average daily attendance has been 91.

Peshawur Normal School.

8.—At the close of the year there were 2 students studying for certificates of the Town grades, and 10 for the Village grades. The proficiency of the two former was good, but all the latter were backward. Moulvee Shahswaroo-deen, who was formerly the teacher, was transferred to the Zillah School early in the year, and his place was filled by Boote Shah from Sealkote. The building which formerly constituted the Poor-house, has been purchased for the use of the Normal School, at a cost of Rupees 2,176; and 2 School Rooms are in course of construction inside the enclosure; I hope these will be ready in a few days. The enclosure, with the School-Rooms and the houses all round for the students to live in, will be very convenient; and the proposed site for the new Zilla School is on the opposite side of the road.

Dera Ishmael Khan Normal School.

9.—When I inspected this school in December, 15 Teachers were studying, of which number 6 belonged to the Dera Ishmail Khan District, 4 to Bunnoo, and 5 to Dera Ghazee Khan. The proficiency of some was very good, and none were really backward. I awarded small presents of money and books to the most deserving, which were distributed by his Honor the Lieutenant Governor.

Town Schools.

10.—Jampoor still continues to be the only Town School on the Trans-Indus side of this Circle, but by the transfer of the Mòozuffergarh District, the Town School of Kot-Oodoo has been added to the Cis-Indus portion, so that now there are two Schools of this grade altogether.

Kot-Oodoo Town School.

11.—The Kot-Oodoo School is in a most flourishing condition. I inspected it in February, and thoroughly examined all classes. The number on the register was 185, and the daily average attendance has been 112. The classes range from the 3rd downwards, and all the conditions for a School of the Town grade have been fulfilled. The Pupil Teacher system has been commenced; all the boys of the 3rd class—in number three—have been appointed as monitors, and as yet have done their work well. The Tehsildar of Kot-Oodoo takes an interest in the School; he continually goes down himself to examine the boys and encourage the Teachers.

Jampoor Town School.

12.—The number on the Rolls has increased by one since last year, but the average of daily attendance has decreased. The proficiency of the pupils is improving, particularly of those in the higher classes.

Village Schools of Peshawur District.

13.—The Schools in this District—41 in number—have been thoroughly inspected during the year. When I marched down the Frontier in November, I deputed Suffeeoolah, the Deputy Inspector, to look after them, and he remained in the District till the end of January. On my return I visited all the Schools myself, and the District Officers, when out in camp, saw as many as they could. The Chief Mohurrir also has been round four times; not counting the tour he made with me. On the whole an improvement has been made since last year, particularly in the Mohmund and Khuleel Purgunnahs. The Deputy Commissioner noticing the unpopularity of the Schools, and low pay of the Teachers, writes as follows:—

"The usual statistics show an increase in numbers of about 70 scholars, which is rather a matter of "surprise to me; as in my tours through the District, I have noticed how very unpopular our schools are as a

"rule Of course no opportunity is lost of urging on the heads of Villages, and on native officials, "the importance of the subject, and of trying to make the boys themselves take to it, by making them "presents of a few Rupees as a reward for even slight proficiency in reading and writing on the occasion of a "visit to the Schools. Proper trustworthy teachers are the great want. Most that we have to work with, "are good for nothing young fellows. But what else can be looked for, when the Teacher is not paid more "highly than a common coolie."

Village Schools—Kohat District.

14.—On account of the Kohat pass having been closed, I was unable to visit this District. I might have gone round by Kheoshalgurh, but this would have taken up more time than I had to spare. The number of Village Schools is 3 The Deputy Commissioner Captain Shortt notes, that there has been a falling off in the Hungoo School, on account of the removal of the Teacher, but that the others have progressed favorably.

Kohat Elementary English School.

15.—A change of masters has taken place in the English School. Mr. Jennings has been appointed Head Master. The Deputy Commissioner writes—"that he has had no experience in teaching, but is a well educated man, and seems patient and painstaking" A recommendation has been made for an increase of 20 Rupees a month to his salary, which I hope will be allowed.

Village Schools Bunnoo District.

16.—The number of Male Schools is now 31, being one less than last year. On my downward tour I inspected all in the Tehseels of Esa-Khel, Lakkhi, Murwat, and Bunnoo. Those in the latter Tehseel have fallen off, but in the other two Purgunnahs there has been a considerable improvement. The School at Esa-Khel is a very promising one, the next to it is that at Meena-Khail in Murwat. On my return up the opposite side of the Indus, I examined 11 out of 13 Schools in the Meean-wallee sub-division; they are as good as could be expected for a place in such an isolated position. The School at the Town af Meeanwallee is the largest in the whole District; there is an attendance of 70 pupils, an efficient Master is all that is wanted to enable it to keep up with Esa-Khail, which is situated just on the opposite bank of the river

Bunnoo Mission School

17.—When the Mission School was established at Bunnoo, most of the boys attending at the Government School in the Town, went over to it in the hope of being taught English; and the number remaining in the latter was so small, that Major Urmston the Deputy Commissioner, did not think it worth while keeping up. He therefore closed it, and applied the money thus saved to the improvement of the other District Schools. I examined the Mission School in December, and found an attendance of 105 entered in the Books, 82 of these were present; very little English had been taught, but the proficiency in Oriental Studies was excellent; this is easily accounted for; as most of the boys had studied Persian and Urdu in the Government School formerly, but had not had an opportunity of learning any English. Mr. Patterson has classified his pupils as much as possible according to the Government Scheme for Town and Village Schools.

Female Schools: Bunnoo District.

18.—There are now 6 Female Schools in the Bunnoo District.—5 of which are situated in the Meeanwallee subdivision, the remaining one is at Esa-Khail; the latter is reported to be the best; but I only inspected one, as Major Urmston does not think that the time has come for any of these Schools to be visited by any body but English ladies. I saw the School at Maree quite by accident, as I was on my way to the Male School. I found the girls sitting out in the open; they were all very young, the daughters of poor Bunyas; a few detached words in the Nagri character had been written by them, but they were too frightened to read much.

Village School: Dera Ismail Khan District.

19.—The number of Village Schools in this District is 36, the same as last year. Of these 20 are situated in the Tehseels of Leia and Bukkur on the left bank of the Indus. I inspected all the latter except one, but was unable from illness to see more than four of

the former. As a rule more care is observed in reading the subjects as laid down in the School, but the attendance has fallen off considerably. The Deputy Commissioner noticing this decrease writes as follows :—

" During the year under report, there has been the same number of Schools, but the attendance has fallen to 1,543, of whom 516 were of the agricultural class, and 1,027 non-agricultural; Hindoos 735, Mussulmans 798, Sikhs 10, divided as below into classes :—

4th	Class	22
5th	ditto,	82
6th	ditto,	182
7th	ditto,	225
8th	ditto,	1,032
	TOTAL,	1,543

" The above shews a decrease of 161 Scholars. which is mainly owing to the delay in procuring a " suitable person to fill the vacancy of Chief Mohurrir, caused by the promotion of Suffeeoolah to the Deputy " Inspectorship, but as the vacancy has now been filled up by the appointment of Kazi Abdool-Hukeem, " it is hoped that the Schools will become as popular as in the time of his predecessor."

Village School—Dera Gazee Khan District.

20 —There has been an increase of 5 Schools in this District. Of the total number 34, I inspected 25. In both Town and Village Schools the attendance has risen from 633 to 874, which is encouraging and the desire for education seems to be spreading. The Lumberdars at several places applied to me to have Schools established in their Villages, but I was obliged to tell them that no more could be opened at present on account of the paucity of funds, as the limit allowed in the Budget has been reached. A proposition has also been forwarded to Government for the reorganization of all the Vernacular Schools of the District; it would not therefore be expedient to establish more till it is decided on what footing they are to be placed

Village Schools. Mozuffurgurh District.

21 —As I stated above, this District has been transferred from the Lahore Circle during the year. Besides the Town School at Kot-Oodoo, there are 36 Male Schools of the Village grade, and 4 of the Female. Of the former I inspected 30. Those in the Tehseel of Kot-Oodoo are much better than the others, on account of the interest taken in them by the Tehseeldar. The School at the Town of Mozuffurgurh has a good attendance, but it is still below the Town standard. No fees are collected in this district.

Female Schools. Mozuffurgurh District.

22.—None of the Female Schools have been inspected on account of the prejudices of the people. The Chief Mohurrir has however, examined one, by putting up a Parda at the end of a room, and hearing the girls read from the other side; in another he was allowed to see the pupils face to face. The only School that has improved is that at Jesulwan, all the others are reported to be in a very backward state.

Jail Schools.

23 —The Jail School at Dera Ismail Khan is much in the same state as it was last year; there had been a considerable improvement at Peshawur. 90 prisoners are now studying, of which—6 are reading the subjects laid down for the 6th class of Vernacular Schools ; 12 prisoners belong to the 7th class ; and the rest are learning their letters.

Peshawur Mission School.

24 —The Students of the highest class of this School competed at the last General October Examination. I was present when the Lord Bishop of Calcutta held an Examination, and took part in it. The number on the Rolls of the main School is now 211. There are also 2 Branch Schools in the City, having an attendance of 200, and the number attending at the Cantonment School is 80. A Female School was opened last year under the auspices of Mr. and Mrs. Hughes of the Afghan Mission, there is now an attendance of 40, and the girls are taught to read Urdu, and to sew.

Nowshera Mission School.

25.—This School has been divided into 2 Branches since last year; one is situated in the Sudder Bazar of the Cantonment, and the other is on the opposite bank of the Cabul river near the Town of old Nowshera. In the Cantonment School, 14 boys are reading English, and there is a daily attendance of 37. The classification of the boys is not good; I would recommend an assimilation to the Government curriculum for secular subjects, as no system is at present carried out; the books to be studied are apparently left to be decided on by the Head Teacher. In the other branch, on the opposite side of the river, the boys are mostly sons of the Puthan Zemindars. 19 were present when I visited the School, they have hardly read any thing but Persian.

Dera Ismael Khan Mission School.

26.—A grant of 100 Rupees per mensem has been allowed for this School during the year. The numbers have greatly increased, and several Branch Schools have been opened. I took part in the Annual Examination held by Mr. Bruce, and was present when His Honor the Lieutenant Governor distributed the prizes.

Notice of Deputy Inspector.

27.—Suffeeoolah was appointed Deputy Inspector last year, on the death of Mirza Hussen Ally. He has been employed the greater part of the cold season, in examining the Schools of the Peshawur District, and in the end of January he went down to Dera Gazee Khan to meet the Director of Public Instruction, and accompanied him on his tour up the Frontier as far as Dera Ismail Khan. He has suffered much from illness during the year, and in consequence has not been able to go about as much as he wished.

Notice of Chief Mohurrirs.

28.—There has been no change among the Chief Mohurrirs, except in Dera Ismail Khan, where Kazi Abdool-Hukeem was appointed in the place of Meean Suffeeoolah. All have done their duty well, but Kazi Allah Bux of Bunnoo, has not gone round on tours of inspection often enough. Several charges of bribery &c. were brought against Ali-Jan of Peshawur, and the cases were investigated by Captain Ommanney, the Assistant Commissioner of Murdan; he found that a conspiracy had been got up against Ali-Jan, and sent the proceedings to the Deputy Commissioner for orders. The ringleader in the conspiracy was accordingly dismissed from Government employ, and the others who had been acting under his influence, were severely reprimanded.

Preparation of a Primer and Vocabulary in Pushtoo.

29.—A Vocabulary in verse, after the manner of the Khalik-Bari, has been prepared in Pushtoo by Mirza Ismail, during the year; it is styled the Nisab-i-Afgani. A primer called the Tasheeloo-talim-dh Pukhto, has also been prepared. Both these books are being lithographed in the Peshawur Jail, and when ready, will be issued for the use of the lower classes of Schools in the parts of this Circle where Pushtoo is spoken, that is, in the Districts of Peshawur and Kohat; and in the Trans Indus portions of Bunnoo and Dera Ismail Khan, besides a few Villages to the North of Meeanwali; and the Mansera Tehseel of the Hazara District. Mirza Ismail the Compiler, is a Native of Kandahar, but from a long residence in the Peshawur Valley, has become thoroughly conversant with the Northern dialect. He worked for some time under Captain Raverty, and also under the late Mr. Loenthal of the Loodiana Mission, and is the best man that I could procure for the writing of these books. The Primer has been revised by 3 Pushtoo Moonshees, Masters of Schools in the Peshawur District; and on the whole I think the books are as complete as possible. Mirza Ismail is now engaged in the preparation of an Elementary Pushtoo and Persian Grammar also, for the use of the younger boys in the above Schools.

Notice of Officers.

30.—I need not specify the names of any District Officers who have assisted in the cause of education during the year, as all have done their utmost. I subjoin a list of Native Officers who are recommended for complimentary Purwanas and Khilluts.

Report on Bengal Military Normal School.

Copy of letter No. 254 dated LAHORE, *6th August* 1866, *from Director of Public Instruction, Punjab, to Military Secretary to Government, Punjab.*

SIR,—I have the honor to submit in original No. 47 dated 27th July 1866, from Captain Dunn, Superintendent of Army Schools, reporting on the Bengal Military Normal School at Kussowlee, for the year 1865-66.

2.—There has been an average attendance of 10 students, of whom 5 have been appointed Regimental School Mistresses, and 1 is prepared to take up such an appointment shortly; while 1 has been dismissed for misconduct. With the last exception, and a solitary case of insubordination, since condoned, the conduct of the students and their attention to their studies, have been good.

3.—Mrs. Vice, the Head Mistress, has conducted the School with her usual success, and has been ably assisted by Mrs. Stapley, an ex-Student of a Training School in England, whose salary has been lately raised from Rs. 40 to 75 Rs. per mensem, under orders of the Supreme Government, Military Department, No. 68, dated 8th June 1866. Mr. and Mrs. Mellor continue as head of the Girls' School at the Lawrence Military Asylum at Sunawur, to superintend the Normal students, while learning the practical part of their profession, and to give every satisfaction.

4.—The separate quarters, however, which were sanctioned by Government some 4 years ago, for the Normal Students practising at Sunawur, have not yet been commenced. The want has been pointed out in the last two Annual Reports on the Bengal Military Normal School, and on each occasion it has been brought prominently to the notice of the Public Works Department in a separate communication. That Department will now be again addressed on the subject, and suggestions will be made for removing the difficulty about a site referred to by Captain Dunn.

5.—The low rate of salary offered to Regimental School Mistresses in India,—viz., 25 Rs. per mensem only in the lowest grade, from which there seems no chance of promotion for several years,—is quite enough to deter good Candidates from coming forward; but the matter has been frequently commented upon in former Annual Reports of the Institution; and as the removal of the drawback seems to rest with the Military Authorities in England, it seems needless to say more on the subject here. Captain Dunn has also forcibly represented the evils of this inadequate remuneration of Regimental School Mistresses, through the Head Quarters of the Army in India to the proper authorities at Home.

6.—In conclusion, I have only to remark that I paid my usual annual visit to the Bengal Military Normal School at Kussowlie, towards the close of May 1866, and was well pleased with all that I saw there. Its general management by Mrs. Vice, under the immediate supervision of Captain Dunn, seems all that could be desired.

Extract of No. 47 dated 27th July 1866, *from Captain* DUNN *Superintendent of Army Schools, Kussowlie, to Major* A. R. FULLER, R. A, *Director Public Instruction, Punjab.*

2.—At the close of the official year 1864-65 there were 10 Students in the Institution, of these 5 have been appointed School mistresses as detailed in the margin, one has completed her course and will be recommended for a School at the close of the hot season. One was dismissed for misconduct.

Mrs Hunter, to Royal Artillery Umballa Division.
" Stanley, to —— " —— Barrackpore.
" Kennedy, to —— " —— Gwalior District.
" Fox, to 46th Regiment.
" Leonard, to 55th—" ——

3.—Six fresh admissions have been made, so that at the commencement of the present official year there are 10 Students under instruction. One passed candidate has arrived at Kussowlie, but has not yet joined on account of ill health, and one is expected to arrive in October.

4.—Mrs. Vice reports the conduct of the Students now in the School to have been generally good. One instance of insubordination occurred, and was reported to and dealt with by me at the time; but as the student guilty of it expressed her sincere regret for her misconduct, and has behaved very well since, Mrs Vice does not wish her name to be mentioned. The attention shewn by all to their studies is reported to have been good.

5.—The vacancy in the post of Assistant Mistress, referred to in my last Report, has been filled by Mrs. Stapley (wife of the Assistant and Officiating Head Master of the late Male Department) who is very well qualified for her duties, and is reported by the Head Mistress to have performed them entirely to her satisfaction. The salary of Assistant Mistress has been raised from Rupees 40 to Rupees 75 per mensem.

I am sorry to say there is every probability of the School being shortly deprived of the services of Mrs Stapley, as her husband has left Kussowlie, and she purposes to join him at the close of the hot season. I anticipate no difficulty however in filling her place with a suitable person.

6.—Nothing has as yet been done towards providing the Students practising at Sunawur, with the separate accommodation sanctioned by Government The Executive Engineer, Lieutenant Colonel Dumbleton, reports that the difficulty of finding a suitable site has not as yet been overcome.

7.—The Head Mistress, Mrs. Vice, has as usual, been unremitting in her exertions for the welfare of the School.

8.—One great hinderance to the development of the institution,—the paucity of candidates—still continues; the cause being without doubt the lowness of the remuneration (Rupees 25 per mensem) granted to the lowest grade, in which every School Mistress remains for several years; no one School Mistress trained in this Normal School having as yet been promoted to a higher grade. An increase of the salary to Rupees 40 per month for the lowest grade, was recommended by the Government of India in 1861, and was approved both by the Council of Military Education and the Secretary of State for India--but unfortunately this question ultimately became involved in a general scheme for amalgamating the British and Indian School establishments, proposed by the Council in 1863, which is still under consideration. The disadvantage arising from the want of readiness on the part of women to come forward as candidates, is felt, not so much in regard to the *number* of admissions to the School—which has been nearly sufficient to supply the requirements of the Army Schools,—as in respect to the *standard* of Education allowed as qualifying for admission, which is now of necessity very low, (there being hardly any field for selection) and which it would be highly desirable to raise.

P. S.—An Examination will be held in the first week of August, when two or three Students may be expected to complete their course, and to be recommended for appointments after the usual residence at Sunawur.

Report on Roman Catholic Institutions.

From the REVD. F. SEBASTIAN, *Superintendent Roman Catholic Institutions at Simla, to the Director of Public Instruction, Punjab, dated 20th August* 1865.

SIR,—I have the honor to submit to you the Annual Report of the Simla Catholic Institutions, commencing from the 1st of the month of April 1864, up to the 31st of March 1865. The present Report, which embraces twelve months, has been delayed perhaps a little too much; but such a delay is owing to the Revd. F. Lewis's departure for Europe—nearly two months ago,—he being the immediate Superior of the Institutions, and I only Officiating for him in his absence from Simla, and under his own responsibility.

I may reduce the general statement of my Report to the following heads :—

1st.—The number of children in the Institution ;

2nd.—Their sanitary condition ;

3rd.—Their Treatment ;

4th.—Their Schooling ;

5th.—Receipt and Expenditure.

NUMBER OF CHILDREN.

The actual number of children both at Chota Chelsea and Elysium, is as follows :—

Boys,	... 40	TOTAL,	... 89.
Girls,	... 49		

Of this total number, 54 are Orphans ; and 30 have their fathers living.

During the whole period intervening between the 1st April 1864, and the 31st of March 1865, 6 children left the Institutions—withdrawn by their parents or guardians ; and 6 were admitted, thus leaving their number the same. Many more applications have been received during that same period; but admittance was refused for want of accommodation in the Institution,—the present temporary buildings, both at Chota Chelsea and Elysium, not bearing a larger number of Children than the actual one.

Sex.	From 4 to 8.	From 8 to 12.	From 12 to under 16.	Above 16.	TOTAL.
Boys, ...	16	18	5	1	40
Girls, ...	9	23	11	6	49
TOTAL,	25	41	16	7	89

CHILDREN'S SANITARY CONDITION.

With regard to the health of the children, I am happy to state that since the Institutions were opened about the end of May 1863, only one little child about 2 years old died ; and that the remainder of the children generally enjoyed a very good health. Boys and girls had at all times and seasons a very healthy-looking appearance; which was particularly remarked with

pleasure by more than one gentleman who have visited and inspected the Institutions by Government's direction. Nay, some one of them even observed to me that the children of these Institutions were not only looking remarkably healthy, but even more so than those in the Lawrence Asylum.

However, we have no paid Doctor to visit the Asylum regularly; though, when the attendance of one is required, both Doctor Carey and Doctor Clark have kindly offered their Medical Services gratis. We have no Hospital to remove a sick child into, in case of any decease: and what is perhaps still worse, we have no medicines provided by Government. The Institutions do not possess sufficient means to pay for such indispensable wants. No doubt great care and precautions are taken, and will be taken to ward off sickness. The climate of both Schools is dry and pure; the food of the children is wholesome and well seasoned; the dormitories are kept open and ventilated, and a Brother is charged to look constantly after the Boys. (The same observations are understood as made about the Girls' School at Elysium.) But care and precautions may do so long as seasons and weathers keep their regular course, and are not disturbed by any trying change in the atmosphere. In any such case, decease might defy every effort to keep it off. Then what can we do? where shall we go for means to provide for every thing required? The children's pay, together with the Government grant-in aid, is barely sufficient (as it will be seen under that head) to feed, clothe, and provide with shoes, the actual number of children in the ordinary seasons of health and good harvest. Meanwhile, in case of any short-coming in the welfare and comfort of the children, or unsatisfactory report of the Inspector's of the Institutions, the Government will naturally enough, call upon the Superintendent or the Bishop for a better treatment of those children.

I am most anxious to invite the paternal attention of Government to this very essential point, and to the want of proportionate funds on my part, to provide for every thing.

CHILDREN'S TREATMENT.

This head may embrace three principal points essential to the material welfare and comfort of the children; viz.—cleanliness, feeding, and clothing.

1.—*Cleanliness.*—How this point has been and is attended to both at Chota Chelsea and Elysium, many of the gentlemen who have periodically visited and inspected the School by Government's directions, can bear testimony. True, that on one occasion few remarks were sent to the Punjaub Government affecting the general cleanliness of the Buildings; which remarks were communicated to me for my information. But I must here take the liberty to observe that visits of Inspection through the interior of the houses ought to be made at reasonable hours, and not so very early in the morning that the children and all, either are still in bed, or in the Chapel, and none in the house to accompany the visitors through the Buildings, and offer them an explanation on the actual state of things. Nevertheless when remarks of any kind were made to me, or brought to my notice, I always tried to improve matters as far as the means at my disposal permitted me to do so.

On the rest, an excellent lay Brother (as I have noticed above) is placed over the guardianship of the Boys at Chota Chelsea, who most anxiously looks after them with untiring zeal; who takes care of their clothes, has their beddings changed every Saturday, and sees that regular bathings twice a week—when necessary—be not omitted. He also watches over the servants of the House that they dare not to neglect their duties.

As regards the Girls at Elysium, six Nuns—including the Superioress—take a very good care of them. The cleanliness of the children is the principal object of the solicitude of those religious Ladies, and it is well known to all.

2. *Feeding.*—This part of the children's treatment will be better shown by the following Dietary tables :—

1.—Dietary. Table of boys at Chota Chelsea.

Days.	*Breakfast.*	*Dinner.*	*Supper.*
Sunday,	Tea, milk, dal, bread and butter,	Roast or boiled meat, bread and vegetables,	Tea, milk, bread and butter.
Monday,	Tea, milk, bread and butter,	Bread, stew, and potatoes,	ditto.
Tuesday,	Kitcherie, tea and milk,	Curry and rice, potatoes and pudding,	ditto.
Wednesday,	Like Sunday,	Like Sunday.	ditto.
Thursday,	Like Monday,	Like Monday,	ditto.
Friday,	Like Monday,	Rice, dal, potatoes and bread,	ditto.
Saturday,	Like Tuesday,	Like Tuesday,	ditto.

N. B.—In due season fruits are often added to the usual meal for supper.

With regard to the daily meals of the Girls at Elysium, the Lady Superioress has furnished me with the following Tables, which shows that their Diet is somewhat better :—

2.—Dietary Table for Girls at Elysium :—

Days	*Breakfast.*	*Dinner.*	*Supper.*
	Alternately kitchree and stew, or dall, bread, tea and milk,		Daily consisting of Bread and butter, tea and milk; or bread and fruits, tea and milk.
Sunday,	,,	Soup, boiled meat, bread, and potatoes,	,,
Monday,	,,	Kitcherie, stew with potatoes, & bread,	,,
Tuesday,	,,	Curry and rice, bread and potatoes,	,,
Wednesday,	,,	Like Sunday.	,,
Thursday,	,,	Kitcherie, roast meat, bread, & potatoes,	,,
Friday,	,,	Kitcheri, stewed potatoes, bread, & pudding,	,,
Saturday,	,,	Curry, rice, bread, and potatoes,	,,

In addition to the ordinary Diet the Pupil teachers, and those other girls who are employed for the order of the House, get some thing extra at each meal.

3. *Clothing.*—All the children of the Institutions are supplied (besides the uniform of European cloth) in Winter, with warm clothes of good and substantial Cashmeer stuff; and in Summer, with clothes of strong Loodhiana check, or (the Girls) chintz. Besides two tailors constantly employed for the Boys at Chota Chelsea, others are frequently called in when new suits of clothes are required. At Elysium there is one tailor ; but the Girls also work at and make their

own clothes. Both boys and girls are furnished with two suits of clothes in Winter, and two in Summer,—and more with the view of making them comfortable than on the mere consideration of providing for their wants; and the pretty high amount of expenditure laid out between the 1st of April 1864, and the 31st of March 1865, clearly shows how the children have been treated with regard to clothing during the whole of that period. The expenditure under this head (clothing,) will be given hereafter in the statement of accounts.

CHILDREN'S SCHOOLING.

The Boys' School at Chota Chelsea is divided into three classes, and conducted by a Head Master assisted by two pupil Teachers formerly inmates of the Agra Catholic Institutions. The course of Instruction pursued at Chota Chelsea is the following :—

1st CLASS.—*Consisting of* 11 *pupils.*

SUBJECTS TAUGHT.—Reading, Spelling, and Derivations of English Grammar words, Arithmetic, Geography, Writing, and Dictation; Butler's Catechism of the Christian Doctrine.

2nd CLASS.—*Consisting of* 13 *pupils,*
and divided in two Sections.
1st Section—8 pupils.

Subjects taught—Reading, Spelling, and signification of words, English Grammar, Arithmetic, Writing and Dictation; and Butler's Catechism of the Christian Doctrine.

2nd SECTION—5 *pupils*

Butler's Catechism, Reading and Spelling, Arithmetic, Simple Rules.

3rd CLASS—*Consisting of* 16 *pupils,*
and divided into three Sections.
1st Section—5 Pupils.

Subjects taught.—Reading, Spelling, Catechism.

2nd Section—4 Pupils.

Reading and spelling.

3rd Section—7 Pupils.

Alphabet and spelling.

The course of Studies in the Girls' School at Elysium is conducted by two English Nuns educated in the Mussoorie Convent, and by a pupil Teacher brought up in the Catholic Institutions at Agra. Two French Nuns preside over the Needle-work of the Children. This School is divided into three classes; and each class, but the first, is again sub-divided into two Divisions. Here is the Standard of Instruction pursued in the Girls' School.

1st CLASS.—*Consisting of* 4 *Girls.*

SUBJECTS TAUGHT.—Keenan's Religious Controversy, Church History, History of England, School Expositor, English Grammar and Syntax with exercises to correspond, Parsing, Geography, Arithmetic (small accounts,) Proportions and Fractions, Letters and style.

2nd CLASS.—1st DIVISION.—*Consisting of* 9 *Girls.*

SUBJECTS TAUGHT.—The History of the Bible, Gospel Catechism of Perseverance (3rd Part); Carpenter's Spelling book, Grammar, Etymology and Parsing, Geography, Countries of Europe, History of England, Arithmetic—Compound Rules and Reduction; Multiplication Table, Letter writing, and Dictation.

2nd DIVISION.—*Consisting of 7 Girls.*

Butler's Catechism, Gospel, History of the Bible, Carpenter's Spelling book, Grammar Etymology, Beginning of Geography, History of England, Arithmetic,—Simple Rules and compound rules, Multiplication Table, Letter writing and Dictation.

3rd CLASS.—1st DIVISION.—*Consisting of 4 Girls.*

SUBJECTS TAUGHT.—History of the Bible, Gospel, Butler's Catechism, English History (the Norman and Plantagenet Period,) Mavor's spelling book, Grammar, Etymology, Arithmetic (simple rules and multiplication Table) and Dictation

2nd DIVISION.—*Consisting of 10 Children.*

SUBJECTS TAUGHT.—History of Bible, Butler's Catechism, Mavor's spelling, Arithmetic (simple Rules and Multiplication Table) and easy Dictation.

N. B.—Besides, there are 16 Children more who form no class, but are taught Reading and writing on slates according to their capacity.

With regard to the teaching of needle-work, it is perhaps not even necessary to make a particular mention of it in this Report. The girls at Elysium as well as in all our Institutions, are well taught in this useful branch of female training. They are taught plain work, carpet work, crotchet work, knitting &c, and the Lady Nuns' qualifications in teaching this department of industry and usefulness are well known. It will therefore suffice to say that those children not only make their own frocks, but also by the profits they derive from their work they are of some assistance towards paying the expences for their clothing.—Not very much indeed; but still something.

RECEIPTS AND EXPENDITURE.

On this, the last head I have to mention it will only be necessary to append here a statement of the accounts as entered in the Books of the Institutions during the twelve months intervening between the 1st of April 1864, and the 31st of March 1865. Here it is:—

Statement of accounts for the 12 months commencing 1st April 1864, and ending 31st March 1865.

Receipts.	Rs.	A	P	Disbursements.	Rs.	A	P.
Government Grant, ...	6,000	...	.	By European Staff, ...	...	..	..
Children's allowance, ...	6,885	9	5	„ Establishment, ...	2,641	11	4
Parent's fees. ...	342	..	...	„ Clothing and Bedding, ...	1,484	11	...
From different friends, ...	309	8	.	„ Dieting, ...	6,075	14	6
From the Mission, ...	400	..	.	„ Necessaries, ...	1,404	4	...
				„ Provisions of various kinds, ...	1,852	3	9
	13,937	1	5	„ Sundries, ...	672	.	10
Opposite Balance paid by Rev. F Lewis,	193	15	...				
TOTAL, ...	14,131	...	5	TOTAL, ...	14,131	..	5

The foregoing statement plainly shows that the expenses incurred in the management of the Institution within the twelve months under review, have not exceeded the total cypher of the receipts but by the small balance of Rs. 193-15-0, which of course the Revd. F. Lewis had to meet out of the subscriptions he had collected for the Buildings. But it must be observed that the European staff —consisting of 13 individuals and 2 native female attendants to the Nuns—receive no emolument whatever; and that by necessary consequence, the expenses for their support and every other wants must come entirely out of the very moderate means afforded by Government. These means, as may be seen in the given Statement (comprising Government grant-in-aid and children's allowances) do not surpass the sum of Rs. 12,885-9-5.—The whole number of inmates in both Schools (children, teachers, Priest, and all put together) presently amount to 103 individuals. Now if that sum be divided among them all, it will apportion only about Rs. 10-8-9 per head per mensem for food, clothing, provisions, necessaries, servants, repairs of the buildings, and every thing else.

The other sources which appear in the Statement of Receipts, and which have helped in some measure the filling up of the balance between the income and the expenditure, besides offering not very large sums, are quite uncertain, and therefore cannot form a basis of reliance for a permanent income.

Moreover, there is another very serious difficulty in the way of the material managenent of these institutions, which I cannot pass by before closing the present Report. This difficulty is created from the deficiency of means to pay the boys' Teachers As to the Nuns devoted to the education of the female branch of the Orphanage, the matter is different although none of them (six in number) receive any remuneration either from the Institution or other source ; yet no uneasiness is felt about it. Being all members of a fervent religious order, they work for Christ's sake, and in view of a reward only which is not in the power of any man to give. When they get food and raiment they are perfectly satisfied, and require no more.

But such is not the case with the three teachers of the Boys at Chota Chelsea. They are all laymen, and under no religious rule; and can therefore leave the School at any time or on any day they may choose. They are under no obligation whatever to serve our Institutions ; because, beyond their food and clothing, they get no remuneration of any kind. This I regret is a difficulty of very serious and peculiar nature for the boys' School, as the Institutions cannot possibly afford, with the scanty means at disposal, to grant a Pay to the Teachers. What a great boon therefore would it be for these poor infant Institutions, if the Government would take this grave subject into consideration. The *Hill allowance* (14 Rupees per mensem for each child, I believe) should be hailed by us with grateful acknowledgement indeed!

From DIRECTOR OF PUBLIC INSTRUCTION, PUNJAB, *to* MILITARY SECRETARY TO GOVERNMENT PUNJAB, *No.* 109 *A. dated Murree, 2nd September* 1865.

In continuation of my No 98 A. dated 25th August 1865, I have now the honor to submit for the information of Government in original, No.—— dated 20th August 1865, from the Reverend Father Sebastian, furnishing an Annual Report of the Roman Catholic Institutions at Simla, for 1864-65.

2.—The only point in it to which I need particularly refer, is that the defects pointed out by the Deputy Commissioner and Medical Officer of Simla, in December 1863, in the domestic arrangements, have

been apparently remedied, as far as the available funds would permit; and due attention is now paid to cleanliness, diet, and clothing. The number of children has also, in accordance with the express desire of Government, been in no way increased since then.

3.—With respect to the Reverend Manager's application for gratuitous Medical attendance, and the supply of medicines from Government, as well as for an allowance of 14 Rupees per mensem for every child, and salaries for the Teachers of the Male Department, I am precluded from offering any suggestions, as the Government of India has definitively ruled that no further pecuniary aid shall be given by the State.

4.—In conclusion however, it may perhaps be useful to compare the Annual Cost of each child at the two Institutions for the education of the children of European soldiers in the Simla Hills:—

	Lawrence Military Asylum at Sunawur.	*Roman Catholic Institutions at Simla.*
No. of children on 1st April 1864, ...	403	89
Ditto Ditto 1865, ...	418	89
Average Do during 1864–65, ...	410	89
Total expenditure Rs. ...	1 57,711	14,131
Average Annual Cost of each child, Rs.	385	159

From the REVEREND FATHER SEBASTIAN, *Superintendent Roman Catholic Institutions at Simla, to the* DIRECTOR OF PUBLIC INSTRUCTION, PUNJAB, *dated* SIMLA *20th July* 1866.

I have the honor to forward the customary Annual Report of the R. C. Institutions at Simla, commencing from the 1st April 1865, and ending on the 31st March 1866. I ought to have done so long ago; but owing to sickness, want of time, and having no body else to do it for me, I was obliged to put it off until this day.

2.—The present Report will be rather brief, as I have scarce any thing to add to the one I sent you last year. Besides, the state of the Institutions—with the exception of a few things—is substantially the same.

Number of Children.

3.—The Report of the past year showed the aggregate number of Children, both at Chota Chelsea and Elysium, to be 87. Since then, and during the intervals of the twelve months under review, 16 Children more of both sex were admitted, 7 withdrawn by their parents, and 1 married—thus leaving in the Institutions at the end of March 1866, an aggregate number of 95 Children. The following Table will give a more detailed partition of the above number:—

Number of Children present on the 1st April 1865.

SEX.	Orphans.	Non-Orphans	TOTAL.
Boys, ...	19	21	40
Girls, ...	35	12	47
TOTAL, ...	54	33	87

Number of Children present on the 31st March 1866.

SEX.	Orphans.	Non-Orphans.	TOTAL.
Boys, ...	28	17	45
Girls, ...	39	11	50
TOTAL, ...	67	28	95

4.—Of this number only 53 Orphans and 24 Non-orphans receive Government's pay. Some charitable persons pay a small fee for 3 Orphans; and parents pay for 3 non-orphans. The remaining 12 Children receive no subsistence allowance whatsoever.

5.—The average age of the Children, both Boys and Girls, varies from 5 years to 9; 9 to 13; 13 to 16 years upwards, as the following table will show:—

Sex.	From 5 to 9 years.	From 9 to 13.	From 13 to 16 years.	Above 16 years.	Total.
Boys, ...	18	21	5	1	45
Girls, ..	13	31	10	6	50
Total, ...	31	42	15	7	95

6.—You may have observed that the number of Children this year exceeds that of the past year by 16; although I stated in the last Report that more admissions had been refused for want of accommodations. But the cases of the new applications made within the twelve months under review proved to be so exceptional, that admission could not possibly be refused to those Children.

Health.

7.—On this head I have nothing to say beyond what I stated in my last report. For since then the healthy condition of the Children has undergone no material alteration. Except two or three cases of very slight fever, and two of very mild dyssentery or diarrhoea, often cured without the necessity of medical attendance, the health of the Children both at Chota Chelsea and Elysium, has been generally good.

8.—The only remark I have to make here is, that no step whatever has been taken towards the building of an Hospital, in case of an epidemic disease making its appearance amongst the inmates of the Institutions. Members of the Local Committee, ordered to make their periodical inspections on the condition of the Schools, have repeatedly called the attention of the Punjab Government to the imperative want of an hospital; and that Government on the other hand forwarded each time copies of such report to me for "information." But I regret to say that up to this day I have not been able to carry out the wishes of Government on this respect, owing to the extreme want of funds, nor it is likely that I shall be able to do so for some time to come. The Children, whether orphans or having their father living, are all the Children of soldiers; and therefore they have no other resources to depend upon for support, than the bare Government subsistence allowance. This sum, as will be seen hereafter from the table of Annual accounts, is not sufficient to feed and clothe them. Subscription from Regiments are not forthcoming, because an impression commonly prevails amongst soldiers, that their Children in the Catholic Institutions at Simla are fully provided for by Government. Government on the other hand refuses to give any aid for building purposes—beyond the grant-in-aid of Rupees 500 per mensem, whence then the means for building the necessary Hospital are to come from I do not know.

Treatment.

9.—On this head it may be enough to say, that the system of treating the Children of both Schools which was described in my last report, has been preserved. I therefore think it rather needless to repeat here things which are substantially the same. If there was any alteration at all in this respect, it was for the sake of improvement—although at heavier expenses. The accounts presented in their proper place will explain this to your satisfaction. Besides, the monthly reports of the Members of the Local Committee may be easily consulted.

10.—With regard to this branch the Inspector of Schools will, as a matter of course, give a detailed account of the actual state of the Institutions. I need not therefore dwell on this subject, as you will undoubtedly become acquainted with them through his impartial report, of the proficiency or otherwise of the Children of both places. The only thing, in my opinion, which deserves any notice is that, within the month of November last, the teacher of the 2nd class of the Boys' School having left, a Brother from Agra was procured to fill up the vacant place. About six weeks ago, however, the remaining two teachers were discharged; and on this day the entire task of teaching the three classes devolves on the aforesaid Brother, assisted by two pupil teachers.

Schooling boys.

11.—The teachers of the Convent School are the same who taught last year, no change having taken place there. The system and method of instruction pursued at Elysium is also the same. I therefore may as well refer you to my last report on this head.

Girls.

12.—This last point of my report will be fully understood by the following table of accounts which, especially with regard to expenses met by the Institutions during the period of twelve months—is more eloquent than any amount of remarks I might make on this subject. Here it is:—

Financial Statement.

Statement of Accounts from the 1st April 1865, to the 31st March 1866.

Receipts.	Amount.	Total amount.	Disbursements.	Amount.	Total amount.
To Government grant, ...	6,000 ..		By the Boys' Teachers, ...	540 ..	
„ Children's Pay, ...	6,949 13 .		„ Establishments, ...	2,649 ..	
„ Parents or Guardians fees,	639 . .		„ Clothing and Bedding, ...	2,960 15 6	
„ Donation from friends, ...	272 8 .		„ Dieting Establishments,...	6,843 5 2	
„ Amount realized from a Concert given at Simla for the Orphans,	800 . .	14,661 5	„ Necessaries, ...	1,122 3 6	14,015 8 2
			„ Class Books and Maps, ...	157 7 6	
„ Balance against, ...		611 3 2	„ Prize Books, ...	112 . .	
			„ Sundries, ...	838 . 6	
			„ Ground rent, 1864–65, ...	119 8 .	1,257
Total Rupees, ...		15,272 8 2	Total Rupees, ...		15,272 8 2

13.—On examining the above Table you will not fail to observe that, whilst the aggregate amount of the Receipts of this year exceeds that of the previous twelve-months by Rupees 724-3-7, that of the

two Disbursements likewise—compared together—are in *excess* to each other by Rupees 1,141-7-9; equal to Rupees 417-4-2 of this year over last.

14.—Of course, as you will easily understand, it is not to the increase in the number of children that this excess of outlay is to be attributed—as the Receipts also increased in proportion to their number—but rather owing to the increase of the price of every thing necessarily required to have the children "well fed, well clothed, and well treated," and partly to the stationary condition of the financial resources of the Institutions, which possess no other means to depend upon (with any degree of reliance) but the scanty subsistence allowance of the children.

15.—Thus it happens that, whilst the Punjab Government is constantly bringing the urgent necessity of more suitable buildings and hospitals for the accommodation of the children of soldiers to the notice of the Superintendent in charge; he on the other hand has to apply year after year to the Superior of the Mission to pay the amount of balance disbursed in *excess* of Receipts, in order that those children be "well fed, well clothed, and well treated" according to the Government wishes.

From THE OFFICIATING INSPECTOR OF SCHOOLS, AMBALLA CIRCLE, *to the* DIRECTOR OF PUBLIC INSTRUCTION, PUNJAB, *No.* 116 *dated 24th July* 1866.

I have the honor to submit my Report on the examination of the Roman Catholic Orphanages at Chota Chelsea and Elysium, held on the 11th and 12th instants.

No. of Boys and Girls.

2.—The Orphanage at Chota Chelsea contains 45 boys, and that at Elysium 48 girls. The former is under the charge of Reverend Father Sebastian, and the latter superintended by Madame St. Gonzaga. I will first proceed to mention briefly the results of the Examination of the Boys' School.

Staff of teachers, Boys' School at Chota Chelsea.

3.—Since my last visit the two former teachers have been dismissed for misconduct. Their place has been well supplied by Father Bernard from Agra, assisted by 2 pupil teachers,—H Hammil and C. Hammil,—who teach the lower classes, and also receive instruction from Father Bernard out of School hours.

Remarks on the examination of Boys' School—I. Class.

4.—The 1st Class contains 11 boys. They read from the III. Class Book (Christian Brother's) fluently, but mostly with a rich Irish brogue. Their parsing and Etymology were very creditable; they could work sums in Arithmetic, as far as Rule of three and Fractions, with tolerable accuracy; and possessed a fair knowledge of the History of England as far as the reign of Queen Elizabeth. In Geography, they were well up in the Maps of the 4 Continents. Their penmanship and dictation were with a few exceptions, satisfactory; they had also just commenced Euclid, and had learnt the first six Propositions of the 1st Book. The average age of the boys in this Class is 13 years.

II. CLASS.—This class contains 17 boys, (average age 10 years) They read the II. Book pretty fairly, and could write tolerably from dictation. They could also point out the parts of speech, but did not know much about parsing. In Arithmetic 4 boys solved sums in Compound Addition and Multiplication correctly, the rest were indifferent. They possessed a fair knowledge of the Geography of the World. No History is taught in this Class.

III. CLASS.—This Class (containing 17 boys) mostly consists of beginners. A few could read the II. Book pretty well, but the greater number were reading short sentences: they are also taught spelling, writing on slates; and the 4 Simple Rules of Arithmetic.

Result of Examination, Girls' School at Elysium.

5.—The girls are taught by two sisters. The classification is as follows:—

I. Class—5 girls; II. Class—11 girls; III. Class—14 girls; IV. Class,—18 girls; Total on rolls 48 girls. The 1st Class girls (especially Marain Mc'Nevin and L. Finnerty) passed a creditable examination in reading, parsing, and writing from dictation. Their penmanship was also very good. In Arithmetic, however, they appeared to be rather backward, a few worked a Reduction sum rightly. They were well acquainted with the History of England as far as the Wars of the Roses; and had a fair knowledge of the Geography of the 4 quarters of the Globe.

The II. Class girls are studying the same subjects as the first Class, but are not so advanced. Their reading, parsing and explanation were on the whole satisfactory. In dictation, 9 wrote a difficult passage without a mistake. In Geography and History they also passed a creditable examination, their progress in Arithmetic was however unsatisfactory.

The III. Class could read and write easy sentences pretty well, but they all, with one exception, failed in a sum of simple addition and subtraction. The girls in the lowest Class are only beginners.

General Remarks.

6.—On the whole, the progress of both Boys' and Girls' Schools can be said to be satisfactory. Father Sebastian had been supplied with a copy of the Revised Code for Grant-in-Aids, and has now furnished the Schools with the log, attendance, and other books required to be kept up in every Grant-in-aid School. I went over the premi-es and was satisfied with the cleanliness and ord er that prevailed in the dormitories and other apartments. The Children looked contented, well fed, and happy. You also ins pected both Orphanages during your late visit to Simla, and expressed an opinion that the state of each Institution was as satisfactory as the funds available for their support would permit.

From the DIRECTOR OF PUBLIC INSTRUCTION, PUNJAB, *to the* MILITARY SECRETARY TO GOVERNMENT, PUNJAB, *No. 269 dated 16th August* 1866.

I have the honor to submit original correspondence as noted within, being Annual Report of the Roman Catholic Institutions, both Male and Female, at Simla, for 1865-66, by the Revd. Father Sebastian in charge of them; and Report of the Annual Examination of those Institutions, held in July 1866, by Mr. Hutton, Offg. Inspector of Schools, Amballa Circle.

2.—On the Revd Father's Report I have nothing to say, as it differs so little from that for the previous year of 1864-65, which was briefly reviewed in my No. 100 A. dated 2nd September 1865, and on which no orders have yet been received.

3.—From the Inspector's Report it will be seen that the state of the Classes in both the Boys' and Girls' Schools is satisfactory, except perhaps in Arithmetic, in which they were found, especially the Girls, rather backward.

4.—I visited both Institutions myself in June, and am certainly of opinion, that no efforts are spared by the Managers to effect the largest possible amount of good with the limited funds at their disposal.

MEMO. OF CORRESPONDENCE.

Letter dated 20th July 1866, *from Superintendent Roman Catholic Institutions Simla, to Director Public Instruction.*

No. 116, *dated 24th July, from Offg. Inspector Amballa Circle, to Director Public Instruction.*

Revised Grant-in-aid Regulations for the Punjab,

As sanctioned by the Government of India.

ARTICLE. I.—The object of a system of grants-in-aid is to promote private enterprise in education, under the inspection of Officers appointed by Government, with a view to Government being thus enabled gradually to withdraw, in whole or in part, from the task of direct instruction through Government Establishments, in compliance with the hope expressed by the Right Hon'ble the Secretary of State for India, "that private Schools aided by Government, would eventually take the place, universally, of the several classes of Government institutions."

II.—The means consist in aiding voluntary local exertion, under certain conditions, to establish and maintain schools.

III.—Those conditions, generally stated, are :—

(1) That the school is under competent management.

(2) That the instructive staff is adequate—there being ordinarily a teacher for every thirty boys in average attendance.

(3) That the funds on which the local expenditure is based, are stable.

(4) That the extended operations to be brought into play by Government assistance, are justified by the wants of the locality (due regard being had to the relative requirements of the institutions seeking aid, and to the funds available to meet them), and by the School accommodation provided.

IV.—Managers of Schools desirous of receiving State assistance, are therefore required to submit with their application for a monthly grant, (the amount being noted) a statement through the Director of Public Instruction, which shall inform the Local Government :—

(1) Of the name or names of the person or persons responsible for the management of the school, and for the disbursement of all funds expended on the same ; it being stated whether such person or persons are resident or non-resident, and how long he or they are willing to be responsible.

(2) Of the following particulars :—

(*a*) The resources (in detail) at the disposal of the above, to augment which resources a monthly grant is asked for. The resources as above may include the amount of school fees collected.

(*b*) The number, names, qualifications, and salaries of the teachers employed or to be employed, and a statement of the total expenditure incurred, or to be incurred in the maintenance of the school on its proposed footing.

(*c*) The average attendance registered or anticipated.

(*d*) The extent in cubic feet of the internal school accommodation provided, with short notice of site and locality.

(*e*) The Scholastic Regulations (as to attendance, fees, times, &c.) in force, or to be in force.

(*f*) The books studied or to be studied—(detailed list)

V.—The grant asked for must not exceed the monthly income or half the expenditure, as noted under Clauses (*a*) and (*b*) respectively, of Section 2 of Article IV. This amount is a maximum, and only such portion of it should be given as may be deemed proper, with reference to the circumstances of the case, the funds available, and the general requirements of the Province.

VI.—The grants, after allotment, will be payable month by month, from the month succeeding each allotment. New grants will not be allotted till it is known what Budget provision

is available, and it is distinctly to be understood that the expenditure on grants in-aid for the year will be strictly confined within the Budget grant, and that no institution, which cannot be provided for within that grant, will receive any assistance, until the close of the current financial year.

N. B.—It is necessary that application for new grants be registered in the Director's Office, before the preparation of the Budget Estimates in October.

VII.—No grants will be made to Schools which are not open to examination by the Government Inspectors, and in which, with the exception of Female, Normal, and purely Vernacular Schools, some fee is not taken from at least three-fourths of the scholars.

VIII.—The Inspectors are to take no notice whatever, in the case of schools for children of other than Christian parents, of the religious doctrines which may be taught, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, to report the results, and to suggest improvements in the general arrangements of the school.

IX.—Grants-in-aid will be withdrawn or reduced, if, in the opinion of the Local Government, the institution does not continue to deserve any, or so much assistance from the public revenues

X.—The grant may be either withheld or reduced for causes arising out of the state of the school, to wit—

(a) If the School is found to be held in an unhealthy or otherwise undesirable locality, after due notice from the Inspector.

(b) If the teachers have not been regularly paid, or are manifestly incapable or otherwise unfitted for their posts.

(c) If the attendance has been exceptionally irregular, or if the register be not kept with sufficient accuracy to warrant confidence in the Returns.

(d) If from any cause the progress of the school is so unsatisfactory, as to make it evident that it does not fulfil the educational objects for which the grant was given.

XI.—In every Aided school are to be kept, besides the register of attendance, the following books :—

(a) An account book, in which all receipts and disbursements of the School shall be regularly entered and balanced from month to month.

(b) A book in which the names of all scholars admitted, with date of admission, and age at the time of admission, are entered. The father's or guardian's name is to be added in each case. The same book will serve for the registry of withdrawals or dismissals.

(c) A log book, in which the Managers or head teachers may enter occurrences of an unusual character, affecting the interests of the school. No entry once made can be removed or altered, except by a subsequent entry of corrections, and all entries are to be dated and attested.

XII.—These books will be open to the Inspector at his annual visit, and he will enter in the appropriate place, such remarks as he may have to make on the state of the school, forwarding copies of the same to the Office of the Director of Public Instruction before the end of the official year.

XIII—In case of the excellence of the school being established to satisfaction of the Director of Public Instruction, by success at such periodical examination as he may, from time to time determine, a special grant may be given, not exceeding one month's average expenditure of the school, subject to the general limitation to the effect that, the total aid given by the Govern-

ment in any year shall not exceed half of the total expenditure on the school for that period. Such special grants will count as an adjunct to the grant for the ensuing year, and must be laid out by the Managers in reward to the most deserving teachers and scholars, in such manner as they may prefer, unless the particular mode of its distribution is prescribed by the Director of Public Instruction, and agreed to by the Managers of the School. Besides making special awards to the teachers from extra grants, the Director may with the consent of the Managers, bestow certificates of merits on them.

XIV.—In purely Vernacular schools which are unable to comply with all the conditions imposed by the preceding Articles, but which are found to impart adequate elementary instruction, special grants may be awarded from time to time, on the recommendation of the Inspector of Schools, but the sum of such special grants to any one purely Vernacular school, shall not exceed during the official year one-half the average annual cost of a Government Vernacular school of a similar size and standard.

XV.—*Female Education.* Girl's school will receive encouragement on the principles laid down in Articles III and V., so long as the Government is satisfied that the management of the same is in unexceptionably trustworthy hands.

N. B.—The Inspections of these schools by Government Officers will not as a rule, be enforced.

XVI.—*Grants for Buildings and other special purposes.* Aid of this sort will not be granted to private schools, unless the local Government is satisfied that the conditions for ordinary grants-in-aid, laid down in Article III. are fulfilled.

XVII.—Grants made for building, enlarging, improving, or filling up schools, must not exceed the total amount contributed from private sources for the same purposes, and the full amount will not be given as a matter of course.

Such contributions may be made in the form of—

(*a*) Individual subscriptions.
(*b*) Allotments from benevolent societies.
(*c*) Materials (at the market rates.)
(*d*) Sites given without valuable consideration.
(*e*) Cartage.

XVIII.—The sites, plans, estimates, *&c.* must be satisfactory to the local Government.

XIX.—The extension of the area of existing School rooms to receive more scholars is treated *pro tanto*, as a new case under Article XVI. et seq. above.

XX.—In the event of any building, towards the erection, purchase, enlargement, or repair of which a grant may have been made by the Government, being subsequently devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government.

XXI.—To school libraries and libraries intended for the use of the native community, grants will be made to such extent as may seem fitting in each case, and subject to the condition that at least an equal sum shall be contributed towards the object from private sources.

Remarks on the Revised Code of Grant-in-aid Regulations for the Punjab, sanctioned by Orders of the Supreme Government, in the Home Department, dated 30th June 1865.

[Circulated with Director's Circular No. 48 dated 3rd August 1865, to all Deputy Commissioners, Inspectors of Schools, and Managers of Aided Schools.]

1. RULE VI.—Managers of Schools, and Deputy Commissioners acting as such, in behalf of Elementary English Schools attached to Government Vernacular ones in their Districts, should bear in mind that grants can no longer be made with retrospective effect, and that applications should reach the Director's Office before October, for grants that may be required from 1st April following on account of schools already open, or to be opened, during the ensuing official year.

2. RULE XI.—Inspectors should invariably see during their official visits to an Aided School, that the 3 books prescribed in addition to the register of attendance, are all duly kept up.

3. RULE XII.—This precludes the necessity of the Inspector sending any special report to the Director Public Instruction, after officially visiting an Aided School, beyond a copy of his remarks in the Log book; but these remarks though brief, should afford a clear impression of the precise state of the School, and from the various remarks recorded during the year, the Inspector will draw up a sufficient account of the School for insertion in his Annual Report.

4. RULE XIII.—The periodical Examinations referred to are those held half-yearly for College, and 1st and 2nd Zillah School classes, and yearly for other classes of Zillah Schools down to the 6th inclusive, under the orders of the Director of Public Instruction. Due notice of the dates and all other particulars of these Examinations is always given to Managers of Aided Schools, in order that such of the scholars as wish may join in them.

5. As the results of all these Examinations for the year will be known about the 1st February, Managers of Aided Schools desiring special grants for rewards under Rule XIII. should forward the following information, so as to reach the Office of Director of Public Instruction, on or before the above date, viz :—

(*a*) Actual expenditure of the school from 1st April last to 31st January (10 months of current official year)

(*b*) Estimated expenditure of the school from 1st February to 31st March next (2 months remaining of current official year.)

(*c*) Total of (*a*) and. (*b*)

(*d*) Monthly average expenditure, obtained by dividing (*c*) by 12.

(*e*) Actual grant assigned to the school by Government from 1st April last to 31st January, (10 months of current official year.)

(*f*) Estimated grants assigned to the school by Government from 1st February to 31st. March (2 months of current official year).

(*g*) Total of (*e*) and (*f*.)

(*h*) Half of (*c*) diminished by (*g*)

N. B.—Of (*d*) and (*h*) whichever is the less, will be the maximum amount that can be granted under RULE XIII.

6. RULE XIV is specially intended for the due encouragement of Indigenous Elementary Schools. Deputy Commissioners are therefore particularly requested to bring to the notice of Inspectors of Schools, from time to time, and especially in September, or October, just before the Educational inspection season begins, or at any rate previous to the Inspector entering the district on his cold weather tour, all Indigenous Elementary Schools that he may deem deserving of Government aid.

7. The Inspector will then arrange for examining these Schools along with the Government Vernacular Schools, during his annual cold weather tour, or by means of his Deputy Inspector when that is impossible, and he will forward a Return for each District, immediately after completing his tour through it, containing the following particulars of such schools of the above kind as he can recommend for Government grants, viz:

(*a*) Tahsil; (*b*) Town or Village; (*c*) Names of teachers; (*d*) No. of Scholars present at Examination; (*e*) Average daily attendance ascertained by careful enquiry; (*f*) Standard of School whether equivalent to 1st, 2nd, or 3rd class Town or Village grade; (*g*) amount of grant recommended; (*h*) Remarks on qualifications of teachers and attainments of Scholars.

8. In the first instance it will probably suffice in most cases to make grants of useful school books on subjects not generally well taught in Indigenous Elementary Schools, such as Manuals of Geography, History, Arithmetic, Natural Philosophy, &c. with Maps and Diagrams. On his subsequent visits the Inspector can see if these books have been studied and understood, and can then recommend grants to be given in cash to reward the Teachers and Scholars.

9. The Inspector will probably be able to advance these grants out of the permanent deposit of his Office, to be adjusted on receipt of sanction to the grants from Director Public Instruction; and if from want of funds or any other cause, they cannot be sanctioned out of the Grants-in-Aid assignment, the Inspector can charge the amounts in his Reward Bills.

10. RULES XVI to XXI.—Grants for buildings and other special purposes, such as School and Native Public Libraries, have been occasionally made heretofore, but the conditions and limitations are now more strictly defined, and all applications must be made in strict accordance therewith.

FORM OF GRANT-IN-AID BILLS,

AND CERTIFICATES TO BE ATTACHED THERETO.

[Communicated to all Deputy Commissioners, Inspectors of Schools, and Managers of Aided Schools, with Director's Circular No. 58 dated 14th August, 1866.]

Her Majesty's Indian Government, ... Dr.

	Rs.	A.	P.
To Grant-in-aid to the following Educational Institutions for the month of under Article of the Revised Code,			
Total, ...			

The 186 } *Manager of*

Station

(A.) FOR ORDINARY MONTHLY GRANTS TOWARDS CURRENT EXPENSES.

UNDER ARTICLE V. OF THE REVISED CODE.

Certified that the amount entered above, added to amounts previously drawn from the commencement of year, (*i. e.* since 1st April last), does not exceed the income from private sources, or half the entire outlay on tuition only, during the above period; also that the conditions imposed by Article VII, as to the levy of fees, and by Articles X and XI as to the keeping up of certain books for Government inspection, are duly observed.

N. B.—From 1867-68. substitute *March* for *April.*

(B.) FOR SPECIAL REWARD GRANTS UNDER ARTICLE XIII.

Certified that the amount entered above does not exceed one month's average expenditure of the school, and that, added to amounts previously drawn from the commencement of year, it does not exceed half of the total expenditure on the school for that period.

(C.) FOR SPECIAL GRANTS TO PURELY VERNACULAR SCHOOLS UNDER ARTICLE XIV.

No certificate required from Manager, as the Inspector recommends the amount, and will take care that it does not exceed, during the official year, one half the average annual cost of a Government Vernacular School of a similar size and standard.

(D.) FOR BUILDING GRANTS, UNDER ARTICLE XVII.

Certified that the amount entered above does not exceed the total amount contributed from private sources for building purposes, and is subject to the conditions imposed by Article XX as to its refund under the circumstances therein specified.

(E.) FOR LIBRARY GRANTS UNDER ARTICLE XXI.

Certified that the amount entered above does not exceed that contributed from private sources for the purposes of the library.

(F.) FOR OTHER SPECIAL GRANTS, NOT SPECIFIED ALREADY.

The above certificate (*e*) will suffice by the substitution of the *special object to be aided* for *library.*

REMARKS.

1. The bill should be drawn out on a *quarter* or *half sheet of foolscap* paper.

2. Unless drawn by a Government Officer for Government purposes, it should have a *one anna receipt stamp* duly *affixed,* and obliterated as required by law.

3. *Full designation* of the Educational Institution, with the name of the Mission, Society, &c, to which it may belong, should be given.

4. The Article of the Revised Code of Grant-in-aid Regulations under which *each item* of the bill is *claimable,* should be quoted, and the *corresponding certificate* attached.

5. The bill, if found correct, will be returned after countersignature by the Director to the Manager, who can then get it cashed at the nearest Treasury.

STATEMENTS.

Statement shewing the number of Pupils studying in each class of Zillah Schools

	Names of Schools.	No. of pupils in each class at the close of 1864-65.											No. of pupils admitted during 1865-66.										
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	Total.	1st Class	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	Total.
1	Delhi, ...	21	14	23	33	45	39	92	107	229	617	1,220	29	27	33	46	56	95	101	112	247	695	1,441
2	Rewaree, ...	..	...	5	4	6	8	13	14	67	335	452	..	.	...	...	1	...	...	17	10	233	261
3	Simla, ...	.	..	...	7	3	8	5	12	24	63	122	...	...	..	1	2	...	3	1	16	243	266
4	Jugadhree, ...	...	...	...	...	...	...	11	20	22	372	426	..	...	...	...	...	1	3	9	7	248	268
5	Kurnal, ...	.	...	1	11	7	6	7	8	42	235	317	...	...	1	...	3	...	2	2	9	261	278
6	Rohtuk, ...	..	..	...	4	6	10	9	27	46	269	371	...	...	..	...	1	3	1	1	30	142	178
7	Bhewani, ...	..	..	...	...	...	...	...	4	7	527	538	.	...	..	...	...	2	7	11	21	339	380
8	Jhujjur, ...	..	..	..	...	5	5	7	6	25	157	205	..	...	...	...	...	...	...	...	22	177	199
	Total, ...	21	14	29	59	72	76	144	198	162	2,575	3,651	29	27	34	47	63	101	117	153	362	2,338	3,271
1	Lahore, ...	13	11	...	21	16	8	35	67	95	406	672	1	5	1	9	5	7	21	52	110	749	960
2	Umritsur, ...	11	8	13	10	21	19	27	39	113	669	930	2	1	5	10	18	15	15	48	143	797	1,054
3	Mooltan, ...	7	...	...	11	...	...	16	12	12	148	206	1	...	...	8	...	...	3	7	8	348	375
4	Hooshiarpore, ...	..	...	11	6	9	11	...	14	7	45	103	...	...	2	..	2	7	...	...	2	425	438
5	Buttalla, ...	..	...	..	...	...	12	14	17	14	39	96	...	...	...	...	5	...	13	7	17	335	377
6	Noorpore, ...	...	...	...	...	...	...	...	11	22	121	154	...	...	...	..	...	4	4	1	18	164	191
7	Ferozepore, ...	...	...	11	...	11	7	30	60	11	111	241	...	...	2	...	2	6	1	4	32	238	285
8	Rahoon, ...	...	...	...	...	...	12	17	15	26	84	154	.	...	...	...	11	15	16	33	51	77	203
	Total, ...	31	19	35	48	57	69	139	235	300	1,623	2,556	4	6	10	27	43	54	73	152	381	3,133	3,883
1	Goojerat, ...	6	...	...	10	9	12	17	28	66	137	285	1	...	...	1	1	...	1	2	8	127	141
2	Goojranwalla, ...	..	7	12	...	...	13	9	9	17	139	206	.	2	...	...	2	2	2	2	5	63	78
3	Sealkote, ...	..	...	...	...	11	8	9	9	13	60	110	...	...	..	...	2	3	8	3	5	31	52
4	Bhera, ...	...	...	...	2	...	5	...	11	14	103	135	...	...	...	..	...	1	1	...	8	108	118
5	Jhung, ...	...	...	8	12	...	18	7	7	24	65	141	..	...	1	...	..	1	...	5	3	65	75
	Total, ...	6	7	20	24	20	56	42	64	134	504	877	1	2	1	1	5	7	12	12	29	394	464
1	Peshawur, ...	...	...	...	...	...	...	...	...	...	...	...	..	.	..	8	...	11	8	29	35	289	380
2	Dera Ghazi Khan,	...	...	..	...	7	9	10	22	21	64	133	...	...	...	1	...	1	...	3	3	145	153
3	Abbottabad, ...	...	...	...	1	...	4	...	5	14	61	85	...	..	...	..	...	2	...	1	7	89	99
	Total, ...	..	...	...	1	7	13	10	27	35	125	218	..	...	...	9	...	14	8	33	45	523	632
	Grand Total, ...	58	40	84	132	156	214	335	524	931	4,827	7,302	34	35	45	84	111	176	210	350	817	6,388	8,250

at the beginning of, and at the close of 1865-66.

No. of pupils withdrawn during 1865-66.										Total.	No. of pupils at the close of 1865-66										Total.
1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	
23	19	30	43	56	58	126	145	228	668	1,396	27	22	26	36	45	76	67	74	248	644	1,265
..	..	..	2	1	2	1	9	41	228	284	4	7	6	8	7	18	18	12	51	298	429
...	.	...	3	3	1	3	7	17	122	156	...	.	5	3	4	7	8	8	27	170	232
...	...	..	..	...	2	3	6	8	220	239	.	.	...	...	6	7	10	17	29	386	455
...	..	7	...	7	...	7	3	8	297	329	.	..	2	8	11	...	14	15	20	196	266
..	.	..	1	...	3	3	4	40	153	204	..	.	4	7	8	8	13	12	54	239	345
...	...	..	..	...	...	4	12	15	366	397	.	..	...	...	...	2	3	3	13	500	521
...	...	...	2	...	1	...	2	11	130	146	.	..	...	2	13	5	7	17	22	192	258
23	19	37	51	67	67	147	188	368	2,184	3,151	31	29	43	61	94	123	140	158	464	2,625	3,771
5	3	2	8	12	10	13	78	116	690	937	17	12	10	12	21	12	27	33	122	429	695
7	4	11	9	17	14	10	49	148	731	1,000	11	6	11	19	21	18	50	36	111	701	984
4	..	5	2	...	...	6	6	13	328	364	4	..	11	...	...	15	14	13	19	141	217
..	..	4	..	5	8	...	...	4	185	206	.	.	11	...	11	9	...	9	29	266	335
...	...	..	1	...	9	7	3	6	182	208	...	..	...	11	...	10	9	14	27	194	265
..	...	...	...	...	...	4	5	18	100	127	.	..	...	...	...	10	10	9	56	133	218
..	2	3	5	2	4	2	4	47	188	257	.	7	6	...	...	7	8	9	44	188	269
...	...	..	.	11	16	18	20	28	59	152	.	.	...	...	..	11	15	28	49	102	205
16	9	25	25	47	61	60	165	380	2,463	3,251	32	25	49	42	53	92	133	151	457	2,154	3,188
3	2	.	2	5	...	8	15	24	87	146	11	.	9	...	11	...	19	22	33	175	280
1	4	9	6	3	1	7	10	13	37	91	5	6	...	7	...	7	10	19	10	129	193
...	...	...	1	4	3	8	2	6	52	76	.	.	...	7	...	12	7	9	11	40	86
...	...	1	1	...	6	2	6	16	77	103	.	.	...	...	...	9	4	9	13	115	150
...	...	1	...	...	5	1	1	2	38	48	8	.	6	5	...	15	6	21	...	107	168
4	6	11	10	12	15	26	34	55	291	464	24	6	15	19	11	43	46	80	67	566	877
..	...	...	5	...	11	8	15	17	173	229	..	. .	...	3	...	...	..	14	18	116	151
...	...	.	4	2	3	3	3	11	67	93	.	...	...	9	10	...	9	10	22	133	193
..	...	1	.	...	3	3	4	9	82	102	.	.	...	...	...	6	...	9	11	56	82
...	.	1	9	2	17	14	22	37	322	424	.	...	...	12	10	6	9	33	51	305	426
43	34	74	95	128	160	247	409	840	5,260	7,290	87	60	107	137	168	264	328	422	1,039	5,650	8,262

Statement shewing the Teachers employed in Town and Village Schools at the close of 1865-66.

District.	Teachers employed at the close of 1865-66 on salaries of							
	5 Rs. p. m.	7 Rs. p. m.	10 Rs p. m.	12 Rs. p. m.	15 Rs. p. m.	20 Rs p. m.	25 Rs. p. m.	Total.
1 Amballa, ...	49	29	11	5	5	2	2	103
2 Loodianna, ...	29	25	14	4	6	1	1	80
3 Simla, ...	...	...	...	...	3	...	...	3
4 Dehlie, ...	33	29	15	...	6	3	...	86
5 Goorgaon, ...	49	37	14	...	10	2	2	114
6 Kurnal, ...	24	29	11	...	3	...	2	69
7 Hissar, ...	13	7	7	1	3	1	1	33
8 Rohtuck, ...	29	11	5	...	5	4	...	54
9 Sirsa, ...	5	5	4	...	1	1	1	17
	231	172	81	10	42	14	9	559
1 Jullundur, ...	45	20	13	...	4	3	...	85
2 Hooshyarpoor, ...	57	34	25	5	2	4	...	127
3 Kangra, ...	30	19	11	1	4	...	2	67
4 Amritsur, ...	81	38	13	...	3	1	...	136
5 Goordaspoor, ...	73	41	20	...	8	...	1	143
6 Lahore, ...	40	16	7	1	2	...	2	68
7 Ferozepoor, ...	17	26	10	...	2	2	1	58
8 Mooltan, ...	23	14	4	2	4	...	...	47
9 Montgomery, ...	13	9	4	...	4	1	...	31
	379	217	107	9	33	11	6	762
1 Rawul Pindi, ...	59	14	6	...	2	...	...	81
2 Jehlum, ...	40	19	8	...	4	...	1	72
3 Goojrat, ...	35	19	9	...	3	1	...	67
4 Shahpoor, ...	20	14	11	2	2	2	2	53
5 Sealkote, ...	48	28	11	...	2	1	...	90
6 Goojranwalla, ...	48	29	15	...	1	2	...	95
7 Jhung, ...	16	12	6	...	2	...	1	37
	266	135	66	2	16	6	4	495
1 Dera Ismail Khan, ...	16	15	7	...	4	...	...	42
2 Dera Gazee Khan, ...	13	10	9	...	3	1	...	36
3 Bunnoo, ...	8	14	7	...	...	1	2	32
4 Peshawur, ...	15	15	10	...	3	2	...	45
5 Kohat, ...	...	...	2	...	...	1	1	4
6 Moozuffurgurh, ...	21	10	2	...	3	...	1	37
7 Huzara, ...	...	...	...	...	...	...	...	...
	73	64	37	...	13	5	4	196
Total, ...	949	588	291	21	104	36	23	2,012

the Salaries drawn by them, and distinguishing the trained from the untrained.

Teachers trained at Normal Schools who have obtained certificates of qualification, or have failed.								Teachers under instruction at Normal Schools and those who have not yet been sent there.			
3rd Grade village.	2nd Grade village	1st Grade village	3rd Grade Town.	2nd Grade Town.	1st Grade Town.	Teachers who failed to qualify for any certificate.	Total.	Studying at Nor. School	Not yet sent to Normal School.	Total.	REMARKS.
26	23	22	2	3	...	10	86	6	11	17	
6	16	18	2	...	2	14	58	1	21	22	
1	...	...	...	...	...	1	2	...	1	1	
12	15	14	...	2	2	8	53	4	29	33	
8	5	16	8	4	...	16	57	24	33	57	
6	19	12	1	1	1	17	57	3	9	12	
3	2	3	1	1	...	4	14	2	17	19	
9	6	13	3	1	1	8	41	7	6	13	
...	3	...	1	...	1	...	5	...	12	12	
71	89	98	18	12	7	78	373	47	139	186	
12	8	11	17	4	...	7	59	8	18	26	
14	9	22	42	12	...	5	104	5	18	23	
12	9	9	14	1	1	6	52	3	12	15	
34	15	22	25	6	...	11	113	5	18	23	
38	16	24	26	5	1	21	131	7	5	12	
16	9	13	9	1	...	7	55	7	6	13	
10	3	6	...	1	1	15	36	3	19	22	
8	4	2	4	1	...	6	25	10	12	22	
4	5	2	4	1	...	5	21	2	8	10	
148	78	111	141	32	3	83	596	50	116	166	
10	6	7	4	4	...	13	44	13	24	37	
6	7	11	13	4	...	12	53	6	13	19	
3	10	14	5	1	1	7	41	5	21	26	
5	8	6	10	...	2	7	38	4	11	15	
14	13	8	14	11	...	15	75	3	12	15	
9	15	7	18	6	2	4	61	6	28	34	
5	3	3	3	...	1	7	22	1	14	15	
52	62	56	67	26	6	65	334	38	123	161	
5	8	6	5	...	...	4	28	6	8	14	
1	4	5	2	...	...	8	20	4	12	16	
9	3	4	2	...	...	3	21	4	7	11	
5	4	...	4	...	...	6	19	9	17	26	
...	...	...	1	...	...	1	2	...	2	2	
9	1	4	2	1	...	7	24	8	5	13	
...	...	...	...	...	...	...	...	...	...	...	
29	20	19	16	1	...	29	114	31	51	82	
300	249	284	242	71	16	255	1,417	166	429	595	

Statement shewing the number of Pupils studying in each class of Town Schools,

	Names of Schools.	No. of pupils in each class at the close of 1864-65.									No. of pupils admitted during 1865-66.								
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.
1	Delhi, ...	..	4	22	24	25	105	94	210	484	...	...	...	11	15	35	31	254	346
2	Goorgaon, ..	5	8	15	39	48	95	73	367	650	...	...	2	6	8	34	27	338	415
3	Kurnal, ...	2	2	8	13	10	45	37	107	224	.	..	2	2	4	15	2	64	89
4	Hissar, ...	...	...	9	7	9	7	22	76	130	...	...	1	4	5	20	9	170	209
5	Rohtuk, ...	.	2	17	18	25	71	54	78	265	...	5	11	17	28	18	29	167	275
6	Sirsa, ...	..	..	1	4	3	5	17	74	104	..	...	1	2	4	7	16	87	117
7	Umballa, ...	..	10	46	60	65	108	106	503	898	.	3	7	15	28	44	71	399	567
8	Loodhiana, ...	6	2	23	36	41	86	84	94	372	1	1	2	5	6	8	13	181	217
9	Simla, ...	..	..	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
	Total, ...	13	28	141	201	226	522	487	1,509	3,127	1	9	26	62	98	181	198	1,660	2,235
1	Jullundur, ..	.	..	21	23	44	57	78	241	464	...	...	2	12	8	33	40	204	299
2	Hooshiarpore, ...	.	...	30	35	44	60	77	228	474	..	...	3	4	11	7	9	195	229
3	Kangra, ...	..	3	6	10	14	25	52	131	241	...	...	2	2	...	4	8	119	135
4	Umritsur, ...	.	..	1	7	9	12	16	27	72	...	...	1	1	5	6	1	24	38
5	Goordaspore, ...	..	5	13	17	19	55	36	82	227	...	8	18	16	27	55	47	108	279
6	Lahore, ...	..	2	15	16	39	67	77	175	391	...	1	...	3	2	23	43	119	191
7	Ferozepore, ...	..	11	18	14	20	46	30	76	215	...	5	2	7	4	13	8	107	146
8	Mooltan, ...	..	...	...	...	...	...	...	...	...	.	...	..	...	...	...	...	...	...
9	Montgomery, ...	..	.	6	7	14	16	12	116	171	...	...	..	5	5	5	34	92	141
	Total, ...	..	21	110	129	203	338	378	1,076	2,255	..	14	28	50	62	146	190	968	1,458
1	Rawul Pindee, ...	..	...	1	3	5	15	12	32	68	...	1	5	6	4	2	5	16	39
2	Jhelum, ...	...	...	11	10	26	45	29	44	165	...	...	2	6	14	8	11	24	65
3	Goojerat, ...	..	3	9	9	19	32	22	59	153	..	3	1	2	1	1	4	47	59
4	Shahpoor, ...	..	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
5	Goojranwalla, ...	.	10	13	20	18	59	81	126	327	...	1	4	8	5	16	56	171	261
6	Sealkote, ...	..	...	7	11	14	36	47	138	253	...	2	2	2	9	7	24	213	259
7	Jhung, ...	...	...	...	8	...	10	26	54	98	...	...	4	6	18	31	54	43	159
	Total, ...	..	13	41	61	82	197	217	453	1,064	..	7	18	30	51	68	154	514	842
1	Peshawur, ...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	Huzara, ...	...	..	...	...	...	...	...	...	...	..	...	...	..	...	...	...	...	...
3	Kohat, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	Dera Ismail Khan, ...	..	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	Dera Ghazi Khan, ...	...	...	5	5	13	5	10	17	55	..	...	...	...	3	5	2	14	24
6	Bunnoo, ...	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	Mozuffurgurh, ...	..	...	2	6	10	15	19	88	140	...	...	...	2	...	2	1	68	73
	Total, ...	...	...	7	11	23	20	29	105	195	...	...	..	2	3	7	3	82	97
	Grand Total, ...	13	62	299	402	534	1,077	1,111	3,143	6,641	1	30	72	144	214	402	545	3,224	4,632

at the beginning of, and at the close of 1865-66.

No. of pupils withdrawn during 1865-66.									No. of pupils at the close of 1865-66.								
1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.
...	.	4	11	11	42	61	168	297	3	14	13	16	51	100	74	262	533
1	4	9	15	11	38	33	242	353	4	8	34	36	52	92	102	384	712
...	2	3	7	8	18	9	47	94	2	2	5	9	18	45	40	98	219
...	.	5	7	7	19	17	147	202	.	...	6	10	12	24	13	72	137
...	..	8	19	26	45	34	111	243	..	7	20	16	27	44	49	134	297
...	.	1	4	6	7	22	117	157	...	...	1	2	1	5	11	44	64
...	3	28	28	45	57	86	416	663	7	20	30	57	61	150	85	392	802
2	2	5	11	22	15	28	110	195	4	16	23	31	43	90	43	144	394
...	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	11	63	102	136	241	290	1,358	2,204	20	67	132	177	265	550	417	1,530	3,158
...	...	13	11	14	31	43	130	242	...	...	15	29	31	77	75	294	521
..		15	17	26	15	19	125	217	...	...	21	26	38	64	87	250	486
..	2	6	6	6	7	10	82	119	...	...	5	6	9	38	61	138	257
..	..	1	5	8	10	4	11	39	.	...	5	7	4	7	16	32	71
..	6	21	26	16	64	41	74	242	..	7	10	13	30	46	42	116	264
.	1	6	2	14	30	47	102	202	.	4	17	14	52	70	79	144	380
4	8	3	12	9	19	39	37	130	2	9	14	13	22	49	45	77	231
			.	...	...	...	...	...	.	...	...	...	...	...	...	...	...
	...	1	5	7	16	42	73	144	.	...	3	5	13	17	29	101	168
3	17	66	78	100	192	245	631	1,335	2	20	90	113	199	368	434	1,152	2,378
..	1	4	4	5	2	3	4	23	...	...	2	5	4	15	14	44	84
...	..	4	5	13	19	10	7	58	...	...	9	11	27	34	30	61	172
...	7	6	6	3	13	3	20	58	.	3	13	17	22	23	24	52	154
...	...	..	...	...	...	...	...	...	..	...	...	..	...	...	...	...	...
...	1	9	8	8	33	62	128	249	6	4	6	20	15	57	76	155	339
..	1	3	4	13	29	19	169	238	...	2	5	9	17	43	78	120	274
..	..	...	11	15	20	47	55	148	.	...	4	3	3	24	33	42	109
...	10	26	38	57	116	144	383	774	6	9	39	65	88	196	255	474	1,132
.		..	..	...	...	...	...	...	..	...	...	...	...	...	.	...	...
..	...	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
...	.	...	3	4	3	3	10	23	..	3	4	...	13	8	6	22	56
..	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
...	..	1	2	3	10	...	12	28	..	3	5	8	11	21	32	105	185
..	.	1	5	7	13	3	22	51	..	6	9	8	24	29	38	127	241
6	38	156	223	300	562	682	2,397	4,364	28	102	270	363	576	1,143	1,144	3,283	6,909

Statement shewing the number of Pupils studying in each class of Village Schools,

	Name of District.	No. of pupils in each class at the close of 1864-65.									No. of pupils admitted during 1865-66.								
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.
1	Amballa, ...	...	12	53	93	217	476	493	1,230	2,574	..	8	23	48	110	204	245	1,579	2,217
2	Loodhiana, ...	4	6	90	105	171	346	336	878	1,936	1	16	47	52	198	237	278	1,215	2,044
3	Delhi, ...	5	4	14	19	42	108	314	818	1,324	...	...	3	6	17	35	112	797	970
4	Goorgaon, ...	...	...	2	17	58	118	398	2,171	2,764	..	...	1	7	23	47	135	1,569	1,782
5	Kurnal, ...	.	3	11	30	104	181	258	695	1,282	...	1	8	12	40	62	81	672	876
6	Hissar, ...	...	...	...	16	53	110	115	354	648	...	...	...	13	30	25	25	217	310
7	Rohtuk, ...	...	...	4	15	47	178	174	477	895	...	...	6	16	37	63	114	899	1,135
8	Sirsa, ...	...	...	...	...	28	43	100	321	492	..	...	...	4	11	23	73	180	291
9	Simlah, ...	...	...	...	3	6	23	18	50	100	...	...	...	...	2	29	15	60	106
	Total, ...	9	25	174	298	726	1,583	2,206	6,994	12,015	1	25	88	158	468	725	1,078	7,188	9,731
1	Jullundhur, ...	..	..	6	67	192	456	512	1,115	2,348	..	...	...	29	65	127	205	1,119	1,545
2	Hooshiarpore, ...	...	...	4	59	255	549	591	1,510	2,968	.	...	...	8	34	100	79	1,781	2,002
3	Kangra, ...	..	...	2	11	41	109	342	1,353	1,858	...	...	3	12	36	63	183	905	1,202
4	Amritsur, ...	...	...	38	139	341	814	1,047	2,690	5,069	...	...	4	30	51	141	178	1,740	2,144
5	Goordaspore, ...	...	2	12	45	292	813	1,163	2,652	4,979	...	.	36	48	166	697	627	1,111	2,685
6	Lahore, ...	...	...	6	16	102	354	418	734	1,630	...	...	...	6	19	51	138	664	878
7	Ferozepore, ...	...	...	12	33	77	275	163	589	1,149	...	2	4	9	34	73	64	1,162	1,348
8	Mooltan, ...	...	2	9	21	65	215	293	603	1,208	...	1	6	9	23	78	45	343	505
9	Montgomery, ...	...	..	3	21	39	169	193	578	1,003	...	...	...	4	9	46	34	210	303
	Total, ...	...	4	92	412	1,404	3,754	4,722	11,824	22,212	.	3	53	155	437	1,376	1,553	9,035	12,612
1	Rawul Pindee,	..	...	8	15	78	340	483	1,100	2,024	...	...	17	30	116	270	285	950	1,668
2	Jhelum, ...	...	...	8	71	219	488	424	900	2,110	...	...	...	22	32	26	205	601	886
3	Goojerat, ...	...	...	9	35	122	340	414	1,287	2,207	.	4	8	26	97	155	208	1,143	1,641
4	Shahpoor, ...	..	...	2	26	36	210	306	893	1,473	...	2	58	83	108	210	318	540	1,319
5	Sealkote, ...	...	...	9	80	212	496	622	1,546	2,965	..	..	...	6	48	222	120	1,347	1,743
6	Goojranwalla, ...	...	6	28	87	214	547	516	1,066	2,464	...	...	10	18	62	114	169	950	1,323
7	Jhung, ...	...	...	2	4	42	86	143	479	756	..	...	3	27	61	123	167	332	713
	Total, ...	...	6	66	318	923	2,507	2,908	7,271	13,999	...	6	96	212	524	1,120	1,472	5,863	9,293
1	Dera Ismail Khan,	..	...	...	21	83	184	251	1,168	1,707	...	...	...	17	35	84	69	468	673
2	Dera Ghazi Khan,	...	...	3	14	56	152	99	295	619	..	...	1	4	15	55	114	559	748
3	Bunnoo, ...	...	...	5	27	77	144	147	400	800	...	4	...	...	9	40	6	83	142
4	Peshawur, ...	.	..	...	2	27	142	231	382	784	...	...	...	1	9	63	82	329	484
5	Kohat, ...	..	...	...	3	27	16	14	62	122	...	...	...	3	6	10	32	58	109
6	Mozuffurgurh,	..	...	...	6	52	152	127	141	481	...	...	...	1	2	16	18	725	762
7	Huzara, ...	..	...	...	...	...	...	...	...	...	...	...	...	...	6	12	21	114	153
	Total, ...	...	...	8	73	322	790	869	2,451	4,513	.	4	1	26	82	280	342	2,336	3,071
	Grand Total, ...	9	35	340	1,101	3,375	8,634	10,705	28,540	52,739	1	38	238	551	1,511	3,501	4,445	24,422	34,707

at the beginning of, and at the close of 1865-66.

No of pupils withdrawn during 1864-65.									No. of pupils at the close of 1865-66.								
1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.
.	10	40	76	151	299	324	1,311	2,211		11	39	103	206	545	483	1,193	2,580
2	8	51	74	98	208	257	1,155	1,853	3	14	86	83	271	375	357	938	2,127
5	4	5	22	30	49	81	588	784		...	5	19	42	143	365	936	1,510
	.	2	13	32	61	183	1,276	1,567		...	3	18	69	140	394	2,355	2,979
.	2	7	14	67	113	129	608	940	..	2	15	41	101	170	249	640	1,218
.	.	1	11	55	48	70	288	473	.	3	8	13	28	31	79	323	485
.	.	3	15	19	84	128	665	914	.	...	7	16	65	157	160	711	1,116
.	.	...	4	32	27	69	176	308		...	...	...	7	39	104	325	475
.		..	2	2	30	25	30	89	.	...	...	1	6	25	17	68	117
7	24	109	231	486	919	1,266	6,097	9,139	3	30	163	294	795	1,625	2,208	7,489	12,607
.	.	1	39	106	171	208	922	1,447		...	8	55	181	416	560	1,226	2,446
.	.	1	29	116	247	270	1,058	1,751	.	...	5	55	244	617	628	1,670	3,219
.	.	5	17	45	72	138	923	1,200	.	...	...	6	32	100	387	1,335	1,860
.	..	13	65	155	241	330	1,339	2,143	.	...	40	164	428	870	987	2,581	5 070
.	.	13	26	119	782	707	1,387	3,034		2	35	67	339	728	1,083	2,376	4,630
	.	1	3	29	89	221	584	927	.	...	6	40	135	376	367	657	1,581
.	.	4	40	98	86	164	483	875		2	8	54	118	278	256	988	1,704
.	2	6	7	21	41	85	450	612		1	9	23	67	252	253	496	1,101
	.	1	7	19	60	84	265	436		..	5	14	72	156	159	464	870
.	2	45	233	738	1,789	2,207	7,411	12,425		5	116	478	1,616	3,793	4,680	11,793	22,181
.	.	12	23	101	284	340	756	1,515		...	13	22	93	326	428	1,295	2,177
.	.	8	48	50	139	74	77	396		...	...	45	201	375	555	1,424	2,600
.	4	5	21	70	195	218	931	1,444	.	3	15	46	166	305	409	1,460	2,404
		52	92	73	204	281	410	1,112	.	2	8	17	71	216	343	1,023	1,680
.	.	4	22	103	182	224	967	1,502	..	...	23	118	272	587	643	1,563	3,206
	2	20	55	91	187	295	739	1,398	2	1	33	81	270	509	496	997	2,389
.	.	2	10	50	91	154	266	573	.	...	3	21	53	118	156	545	896
.	6	112	271	538	1,282	1,586	4,145	7,940	2	6	95	350	1,126	2,436	3 030	8,367	15,352
	.	...	16	36	86	95	594	827	.	...	...	22	82	182	225	1,032	1,543
.	.	1	8	43	86	55	381	574		3	8	10	67	158	149	398	793
.		5	17	10	14	23	70	139		4	.	10	76	170	130	413	803
.	.	...	4	10	75	126	136	351	.	...	...	3	50	198	251	415	917
.	.	.	...	10	8	14	79	111	.	...	...	6	23	18	31	42	120
.	.	...	3	6	58	32	276	375	.	...	...	5	45	172	177	469	868
.		...	...	...	...	6	38	44	.	...	...	6	12	14	26	51	109
		6	48	115	327	351	1,571	2,421	.	7	8	62	355	912	989	2.820	5,153
7	32	272	783	1,877	4,317	5,410	19,227	31,925	5	48	382	1,184	3,892	8,766	10,907	30,409	55,593

No.

INSTITUTIONS FOR

Government Colleges and Collegiate

1	2	3	4	5	6	7	8	9	9A	9B	9C	10	11			12		
Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the close of year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of Schooling fee.	From Government.			Local rate of Assessment.		
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Urdu—Persian.	Latin.	Sanscrit.						
Government College,	Delhie, ...	1st May 1864.	21	3	...	21	21	24	24	24	...	...	2 Rs.	15,188	4	...	...	...
Government College.	Lahore, ...	1st Jany. 1864	8	1	3	12	8	12	8	2	1	1	2 Rs.	18,635	15	4	...	...
		Total, ...	29	4	3	36	29	36	32	26	1	1	...	33,824	3	4	...	...

No.

INSTITUTIONS FOR

Government Schools of the

1	2	3	4	5	6	7	8	9	9A	9B	9C	10	11			12			13		
Name of Institution,	Locality.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.	From Government.			Local rate of Assessment.			Proceeds of endowment.		
			Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Hindee										
ZILLAH SCHOOLS.	**UMBALLA CIRCLE.**																				
	1 Delhi, ...	1st May '58	963	300	2	1,265	1,014	1,265	373	1,265	32		15,464	1	.	2,742	..	...	6,800	.	...
	2 Rewaree,	1st June '57	300	129	...	429	341	429	429	429	...		3,492	..	.	66	..	...	...	.	...
	3 Simla, ...	1st Mar. '48	172	59	1	232	157	180	62	220	85		3,492	...	...	...	...	...	...	..	...
	4 Jugadhree,	1st June '58	410	36	8	454	337	454	69	454	...		3,900	.	.	...	...	.	...	..	...
	5 Kurnal,	23rd Oct. '56	222	43	1	266	221	212	70	225	47		2,960	..	..	...	..	..	...	..	
	6 Rohtuk,	6th Dcr. '56	232	111	2	345	283	260	106	308	37		3,288	...	.	120	...	.	...	..	...
	7 Bheewanee,	24th Oct. '57	517	4	...	521	434	102	59	285	236		3,354	..	.	...	..	..	...	..	...
	8 Jhujjur,	1st Apl. '59	183	75	..	258	211	166	65	202	56		2,300	.	..	...	.	..	...	.	...
		Total, ...	2,999	757	14	3,770	2,998	3,068	1,233	3,388	493		38,250	1	.	2,928	.	...	6,800		
	LAHORE CIRCLE.																				
	1 Lahore,...	15th Apl. '60	422	230	43	695	588	614	266	613	83		17,206	.	.	247	7	5	...	.	...
	2 Amritsur,	19th May '51	687	132	165	981	895	703	283	703	281		12,674	12	.	1,248	15	2	...	..	...
	3 Hûshiarpûr,	27th Jany. '48	198	120	17	335	288	89	287	314	21		5,640	.	.	461	.	.	...	.	...
	4 Mooltan,	16th July '60	164	47	6	217	159	139	136	147	..		5,970	5	7	2,267	7	2	...	.	...
	5 Buttala,...	1st Apl. '57	175	77	13	265	156	109	114	252	13		3,885	12		...	..	..	...	.	...
	6 Noorpoor,	1st Novr. '64	154	63	1	218	141	119	85	177	47		3,282	10	3	...	.	..	...	.	...
	7 Ferozepur,	— Aug. '55	191	69	9	269	205	125	57	159	223		2,801	11	6	...	...	.	...	.	...
	8 Rahoon,...	22nd June '60	143	60	2	205	183	205	205	205	...		2,120	12		...	.	.	...	.	...
		Total, ...	2,134	798	256	3,188	2,615	2,103	1,433	2,570	668		53,581	15	4	4,224	13	9	...		
	R. PINDI CIRCLE.																				
	1 Goojrat,...	22nd June '54	75	74	14	163	236	163	103	163	..		6,869	10	9	221	1	2	...	.	...
	2 Gujranwala	11th May '60	146	27	20	193	157	89	35	54	158		4,769	14	3	22	.	...	...	.	...
	3 Bhera, ...	19th July '54	138	7	5	150	108	88	59	112	38		2,816	13	9	...	.	.	...	.	...
	4 Sealkote,	1st May '61	42	20	20	82	74	82	82	82	...		3,267	4	.	166	4	8	...	..	...
	5 Jhung,	1st Sept. '56	135	30	3	168	129	148	148	148	20		3,252	.	.	66	.	...	...		
		Total, ..	536	158	62	756	704	570	427	559	216		20,975	10	9	475	5	10	...		
	FRONTIER CIRCLE.																				
	1 D. G. Khan	4th Nov. '56	143	49	1	193	132	95	130	130	33		3,325	2		30	.	.	...		
	2 Abbotabad,	1st July '61	38	41	3	82	69	82	75	75	...		1,990	.	.	...	..	.	...	...	
	3 Peshawur,	1st Aug. '65	76	71	4	151	92	104	54	151	...		3,665	3	7	...	..	.	...	...	
		Total, ...	257	161	8	426	293	281	259	356	33		8,980	5	7	30	.	.	..		
	24		5,926	1,874	340	8,140	6,610	6,022	3,352	6,873	1,410		1,21,788	.	8	7,658	3	7	6,800		

I.

ENERAL EDUCATION.

Institutions for 1865-66.

13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.						Charges.					Annual cost of educating each pupil.	
Proceeds of endowment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of Charges over receipts.	Total cost.	Cost to Government.
...	...	358 ...	...	888 ...	16,434 4 ...	16,278 4 ...	156 ...	16,434 4 ...	...	...	782 9 4	723 4 ...
...	...	174 ...	...	... ...	18,809 15 4	18,809 15 4	... ...	18,809 15 4	...	...	2,351 4 ...	2,329 8 ...
...	...	532 ...	...	888 ...	35,244 3 4	35,088 3 4	156 ...	35,244 3 4	...	...	1,215 5 1	1,166 5 7

I.

ENERAL EDUCATION.

gher Class for 1865-66.

14	15	16	17	18	19	20	21	22	23	24	25
Receipts.					Charges.					Annual cost of educating each pupil.	
Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
...	3,174 ...	Nil.	...	28,180 1 ..	23,406 1 .	4,774 ...	28,180 1 ...	Nil.	Nil.	27 12 8	15 4 ...
61 ...	241 ...		...	4,063 .. .	3,570 . ..	493 . ..	4,063			11 15 7	10 3 10
...	84 14 ..		...	3,576 14 ...	3,179 4 ...	397 10 ...	3,576 14 .			22 12 6	22 3 10
...	91 8 .		...	3,991 8 ...	3 600 .	391 8	3 991 8 .			11 13 6	11 9 2
...	327 15 9		...	3,287 15 9	2,460 . .	827 15 9	3 287 15 9			14 14 1	13 6 4
...	327 3 .		...	3,805 3 ...	3,120	685 3 .	3,805 3 ...			13 7 2	11 9 11
...	277 3 6		...	3,631 3 6	2,954 . ..	677 3 6	3,631 3 6			8 5 10	7 11 8
...	178 1 ..		...	2,478 1 ..	2,100 . .	378 1 ..	2,478 1 ...			11 11 11	10 14 5
61 ...	4,771 13 3		...	53,013 14 3	44,389 5 ..	8,624 9 3	53,013 14 3			17 7 7	12 12 2
...	1 772 9 ...		...	19,226 . 5	17,004 7 5	2,221 9 ..	19,226 ... 5			32 4 4	29 4 ...
90 ...	1,675 6 ...		2,208 ...	18,307 1 2	16,196 15 2	2,110 2 .	18,307 1 2			20 7 3	14 2 7
...	294 6 1		...	6,395 6 1	5,676 . .	719 6 1	6,395 6 1			22 3 4	19 9 4
...	328 2 9		...	8,565 15 6	7,837 . 9	728 14 9	8,565 15 6			53 14 ..	37 8 9
...	342 14 3		...	4,228 10 3	3,685 . .	513 10 3	4,228 10 3			27 1 8	24 11 6
...	203 9 .		...	3,486 3 3	3,000 . .	486 3 3	3,486 3 3			24 11 8	23 4 6
...	323 5 9		1,200 ...	4,325 1 3	3,601 11 6	723 5 9	4,325 1 3			21 1 7	13 10 8
...	221 10 .		...	2,342 6 .	1,920 .	422 6 .	2,342 6 .			12 12 10	11 9 5
90 ...	5,161 14 10		3,408 ...	66,876 11 11	58,921 2 10	7,955 9 1	66,876 11 11			25 9 1	20 7 10
...	353 1 .		...	7,443 12 11	7,008 1 2	435 11 9	7,443 12 11			31 8 8	29 1 9
...	205 6 10		...	4,997 5 1	4,641 15 6	355 5 7	4 997 5 1			31 3 2	30 6 1
...	177 10 .		...	2,994 7 9	2,777 7 9	217	2,994 7 9			27 11 8	26 1 4
...	139 12 7		...	3,573 5 3	3,406 4 8	167 . 7	3,573 5 3			48 4 7	41 2 5
...	185 13 6		...	3,503 13 6	2,960 .	543 13 6	3,503 13 6			27 2 ..	25 2 2
...	1,061 11 11		...	22,512 12 6	20,793 13 1	1,718 15 5	22,512 12 6			31 15 8	29 12 9
...	205 14 6		...	3,561 . 6	3,030 . .	531 . 6	3,561 .. 6			26 15 8	25 3 1
...	12 2 6		...	2,002 2 6	1,680 .	322 2 6	2,002 2 6			29 .. 3	28 13 5
...	51 2 .		...	3,716 5 7	3,595 2 7	121 3 ..	3,716 5 7			40 6 4	39 13 5
...	269 3 ..		...	9,279 8 7	8,305 2 7	974 6 .	9,279 8 7			31 10 9	30 10 5
4 ...	11,264 11 .		3,408 ..	1,51,682 15 3	1,32,409 7 6	19,273 7 9	1,51,682 15 3			22 15 1	18 6 9

No.

INSTITUTIONS FO

Government Schools of Middle cla

1	2	2A	3	4	5	6	7	8	9	9A	9B	9C	10
Number.	Districts.	Place.	When Established.	Number of pupils on the rolls at the close of the year				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of Schooling fee.
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdoo.	Nagri.	
	AMBALLA CIRCLE.												
1	Amballa, ...	Shahabad, ...	3rd Decr. 1856,	24	38	4	66	58	...	41	66	...	..
2		Ladwa, ...	———	30	15	5	50	49	...	40	50	...	..
3		Ladour, ...	———	25	33	...	58	54	...	30	58	...	..
4		Thaneysur, ...	———	125	16	6	147	127	...	42	147	...	..
5		Sadhowra, ...	26th June, '56,	28	61	4	93	87	...	47	93	...	..
6		Boorya, ...	———	36	23	8	67	55	67	30	67	...	.
7		Munee Majra, ..	———	38	27	6	71	81	40	31	71	...	..
8		Roopur, ...	———	207	25	18	250	183	103	62	103	147	..
			Total ..	513	238	51	802	694	210	328	655	147	..
9	Loodhiana, ...	Jugraon, ...	22nd June 1856,	185	50	6	241	195	28	87	241	...	..
10		Raikote, ...	———	70	27	17	114	101	...	54	114	...	..
11		Goojerwal, ...	———	22	5	31	58	53	...	33	58	...	..
12		Wahurroo, ...	———	59	7	5	71	56	...	33	71	...	
			Total, ...	336	89	59	484	405	28	207	484	..	
13	Delhie. ...	Nujufgurh, ...	1st Decr. 1857,	95	14	.	109	86	...	12	30	109	..
14		Arab Serai, ...	4th March 1858,	53	55	...	108	63	69	25	108	...	
15		Bullubgurh, ...	28th Sept. 1859,	50	14	...	64	62	...	14	39	25	..
16		Fureedabad, ...	———	65	13	...	78	77	...	18	57	32	..
17		Mehrowlee, ...	———	53	46	...	99	60	...	9	50	49	.
18		Soonput, ...	28th March '56,	55	20		75	70	...	19	75	..	..
			Total, ...	371	162	...	533	418	69	97	359	215	
19	Goorgaon, ...	Goorgaon, ...	———	53	9	1	63	53	63	45	03	...	.
20		Sohna, ...	1st Feby. 1858,	91	21	2	114	80	58	37	98	16	
21		Furruikhnagur,	———	73	31	...	104	94	50	33	85	19	..
22		Ferozepoor, ...	1st Feby. 1858,	61	57	...	118	81	54	42	109	9	..
23		Pulwul, ...	———	252	61	...	313	249	33	69	167	146	
			Total, ...	530	179	3	712	557	258	226	522	190	
24	Kurnal, ...	Kaithul, ...	6th June 1856,	95	24	3	122	105	32	32	108	58	..
25		Poondai, ...	———	83	14	...	97	99	...	29	96	...	
			Total, ...	178	38	3	219	204	32	61	204	58	
26	Hissar, ...	Hissar, ...	27th July, 1859,	58	18		76	68	36	26	14	36	
27		Hansi, ...	—Jany. 1857,	48	13	...	61	57	16	6	28	27	.
			Total, ...	106	31	...	137	125	52	32	42	63	.

III.

ENERAL EDUCATION.

Town Schools) for 1865-66.

11			12			13	14	15			16	17	18			19			20			21			24			35		
Receipts.																Charges.									Annual cost of educating each pupil.					
From Government.			Local rate of assessment.			Proceeds of endowment	Subscription donation &c	Fees, fines &c.			Sale of books.	Other sources.	Total.			Current.			Extraordinary.			Total.			Total cost.			Cost to Government.		
307	.	...	147	...	...			15	3	.			469	3	..	454	...	.	15	3	..	469	3	..	8	1	5	5	4	8
...	.	...	271	8	...			7	9				279	1	..	271	8	.	7	9	..	279	1	..	5	11	1	...	...	...
...	.	..	175	8	..			9	5	..			184	13	...	175	8	...	9	5	.	184	13	..	3	6	9	...	..	...
...	.	.	504	...	..			13	3	...			517	3	.	504	..	.	13	3	..	517	3	.	4	1	2	...	...	...
375	.	.	191	...	..			17	6	.			583	6	.	566	.	.	17	6	.	583	6	..	6	11	3	4	5	...
306	.	.	...	...	...			14	14				320	14	.	306	...	..	14	14	.	320	14	.	5	13	4	5	9	...
240	.	...	84	...	...			5	15	.			329	15	.	324	.	..	5	15	...	329	15	.	4	1	2	2	15	5
300	...	.	216	.	..			26	4	.			542	4	.	516	...	.	26	4	.	542	4	..	2	15	5	1	10	3
1,528	.	...	1,589	..	..			109	11				3,226	11	..	3,117	...	...	109	11	.	3,226	11	.	4	10	5	2	3	3
506	11	3	216	.	..			115	4	.			837	15	3	650	.	.	187	15	3	837	15	3	4	4	9	2	9	7
372	...	9	94	8	...			62	2	.			528	10	9	456	8	.	72	2	9	528	10	9	5	2	2	3	10	11
26	12	6	172	.	...			14	11	.			213	7	6	172	.	.	41	7	6	213	7	6	4	.	4	...	8	1
233	12	...	...	.	.			10	5	.			244	1	...	180	..	.	64	1		244	1	..	4	5	9	4	2	10
1,139	4	6	482	8	...	*Nil.*	*Nil.*	202	6	..	*Nil.*	*Nil.*	1,824	2	6	1,458	8	.	365	10	6	1,824	2	6	4	8	1	2	13	...
122	...	.	363	...	.			19	3	...			504	3	.	420	...	...	84	3	.	504	3	.	5	13	10	1	6	8
423	8	.	147	.	...			7	8	...			578		..	504	.		74		..	578	...	...	9	2	10	6	11	7
312	14	.	60	..	..			5	8	...			378	6	.	360	...	...	18	6	.	378	6	...	6	1	8	5	..	9
148	13	6	444		:			22	10	...			615	7	6	444	.	.	171	7	6	615	7	6	7	15	11	1	14	11
16	..	.	315	..	...			...	10	...			331	10	.	315	...	...	16	10	.	331	10	...	5	8	5	...	4	3
397	8		31	...	...			10	8	...			439	.	..	390	..	.	49	.	.	439	..	...	6	4	4	5	10	10
1,420	11	6	1,360	..				65	15	..			2,846	10	6	2,433	...	.	413	10	6	2,846	10	6	6	13	...	3	6	5
437	5	6	...	.	.			4	15	...			442	4	6	300	...	..	142	4	6	442	4	6	8	5	6	8	4	..
61	14	6	277	...				5	12	..			344	10	6	318	.	...	26	10	6	344	10	6	4	4	11	...	12	5
82	15	.	288	..	...			2	13	..			373	12		288	.	.	85	12	..	373	12	...	3	15	7	...	14	1
491	13	.	139	..	...			25	1	.			655	14	.	498	.	.	157	14		655	14	..	8	1	7	6	1	2
371	12	9	522	...				7	8	.			901	4	9	822	.	.	79	4	9	901	4	9	3	9	11	1	7	11
1,445	12	9	1,226	.	..			46	1	...			2,717	13	9	2,226			491	13	9	2,717	13	9	4	14	1	2	9	7
357	.	.	171	.	.			47	.	...			575	.	.	528		..	47	.		575	.	..	5	7	7	2	6	5
36	.		284	..	...			10	11	.			330	11	.	320	.	..	10	11	.	330	11	.	3	5	4	...	5	10
393		.	455	.	.			57	11	.			905	11	.	848	...	...	57	11		905	11	..	4	7	.	1	14	9
332	.	...	87	..	.			36	5				455	5	..	387	.	...	68	5	.	455	5	.	6	11	2	4	14	1
416	8		37	..	..			18	12	.			472	4		388	8		83	12		472	4		8	4	7	7	4	11
748	8		124		.			55	1	.			927	9		775	8	.	152	1		927	9	.	8	3	6	5	15	10

STATEMENT NO.

1	2	2A	3	4	5	6	7	8	9	9A	9B	9C	10
				Number of pupils on the rolls at the close of the year					Number of pupils studying each language at the close of the year.				
Number.	Districts.	Place.	When Established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdoo.	Nagri.	Monthly rate of Schooling fee.
	AMBALLA CIRCLE,—*Continued.*												
28	Rohtuk, ...	Mehim, ...		72	26	...	98	52	...	38	60	38	...
29		Gohana, ...	25th Jany. 1860,	80	19	...	99	86	39	38	83	37	...
30		Bahadurgurh, ...	21st July 1857,	81	19	..	100	88	37	27	55	55	...
			Total, ...	233	64	...	297	226	76	103	198	130	...
31	Sirsa, ...	Sirsa, ...	1st Sept. 1859,	55	9	..	64	60	...	2	32	34	...
		Total of Amballa Circle.		2,322	810	116	3,248	2,689	725	1,051	2,496	837	...
	LAHORE CIRCLE.												
1	Jullundhur,	Bustee Shekh, ...	1st Novr. 1862,	32	32	...	64	65	...	25	64	...	...
2		Nawashahr, ...	11th Octr. 1856,	107	7	3	117	105	...	26	84	33	...
3		Bungah, ...	1st Novr. 1862,	58	16	16	90	88	...	36	90	...	...
4		Nakodur, ...	7th Novr. 1856,	154	10	1	165	140	...	26	91	105	...
5		Phillour, ...	10th May 1856,	61	22	2	85	74	...	39	85	...	...
			Total, ...	412	87	22	521	472	...	152	414	138	...
6	Hooshiarpoor,	Hurrianah, ...	15th April 1853,	102	24	1	127	120	...	32	85	42	...
7		Doosooha, ...	1st May 1852,	69	22	12	103	80	...	32	78	30	...
8		Ormaran, ...	26th Sept. 1857,	34	35	...	69	62	...	29	69	...	...
9		Gurshunkur, ...	1st Decr. 1853,	39	49	3	91	85	...	32	91	...	...
10		Onah, ...	2nd July, 1852,	74	7	15	96	81	18	24	60	36	...
			Total, ...	318	137	31	486	428	18	149	383	108	...
11	Kangra, ...	Jowala Mookhee,	10th April 1856,	83	12	...	95	68	...	30	56	39	...
12		Soojanpoor, ...	15th April 1856,	138	22	2	162	131	...	24	92	70	...
			Total, ...	221	34	2	257	199	...	54	148	109	...
13	Amritsur, ...	Varowall, ...	11th March 1858.	43	14	14	71	65	...	23	71	...	...
14	Goordaspoor, ...	Kalanour, ...	1st June, 1857,	25	78	1	104	75	...	26	104	...	...
15		Dera Nanuk, ...	17th June 1857,	71	8	7	86	85	44	49	86	...	...
16		Deenanugger, ...	8th May 1856	50	24	...	74	85	...	31	74	...	...
			Total ...	146	110	8	264	245	44	106	264	...	...
17	Lahore, ...	Kussoor, ...	15th April 1856,	39	28	5	72	75	73	25	72	...	...
18		Chooneean, ...	25th May 1866,	61	13	24	98	83	41	40	98	...	...
19		Shurukpoor, ...	17th May 1856,	40	26	3	69	58	33	36	69	...	...
20		Putti, ...	1st Novr. 1862,	38	43	4	85	78	...	29	85	...	...
21		Bughbanpoor, ...	1st Novr. 1862,	14	39	3	56	54	30	27	56	...	...
			Total, ...	192	149	39	380	348	177	157	380	...	...

II.—(TOWN SCHOOLS)—(*Continued.*)

11	12			13	14	15			16	17	18			19			20			21			24			35		
	Receipts													Charges.									Annual cost of educating each pupil.					
From Government	Local rate of assessment.			Proceeds of endowment	Subscription donation &c.	Fees, fines &c.			Sale of books	Other sources	Total.			Current.			Extraordinary.			Total.			Total cost.			Cost to Government.		
359	1	9	61	12	.		13	4	...			434	1	9	408	...	..	26	1	9	434	1	9	7	14	:	6	14	6
399	2	3	54	...	.		16	15	...			470	1	3	420	...		50	1	3	470	1	3	5	7	5	4	10	3
341	6	9	164	.			14		.			522	6	9	450	...	.	72	6	9	522	6	9	5	15		3	14	7
102	10	9	279	12	.		44	3	...			1,426	9	9	1,278	.	...	148	9	9	1,426	9	9	6	5		4	14	1
410	.		164	.	.		4	10				578	10		522	.		56	10		578	10	..	9	10	4	6	13	4
187	15	6	5,680	4			585	10				14,453	13	6	12,658	...		1,795	13	6	14,453	13	6	5	8	3	3	2	1
288	2		47	10	..		15	4	...			351		.	335	12		15	4		351	.	..	5	6	5	4	6	11
398	2		301	7			50	3	.			719	12		699	9		50	3		749	12		7	2	3	3	12	8
40	2		329	14			65	3				435	3		370	..	...	65	3	.	435	3	.	4	15	2	...	7	4
367	2		22	10			10	11	.			400	7		389	12		10	11		400	7	.	2	13	1	2	9	11
297	2		33	2	.		43					373	4		330	4		43	...	..	373	4	...	5	..	8	4	.	3
390	10		734	11	.		184	5				2,309	10		2,125	5		184	5	..	2 309	10	...	4	14	4	2	15	2
389	2		182	10		*Nil.*	25	11		*Nil*	*Nil.*	597	7		571	12	.	25	11	.	597	7	...	4	15	8	3	3	11
301	2		212	11	.		37	1				550	14	.	513	13	.	37	1	..	553	14	...	6	14	3	3	12	3
61	2		261	10			25	11	.			348	7	...	322	12		25	11	...	348	7	.	5	9	11	...	15	9
359	2		92	12			26	12	..			478	10		451	14		26	12	.	478	10	..	5	10	1	4	3	7
288	14		110	5	1		17	15	..			517	2	1	489	5	1	27	13	...	517	2	1	6	6	2	4	12	10
499	6		860		1		133	2	..			2 492	8	1	2,349	8	1	143	...	...	2,492	8	1	5	13	2	3	8	1
340	13	3	230	...			6	8	.			577	5	3	552	...		25	5	3	577	5	3	8	7	10	5	.	2
406	3	6	200	.			3	1	..			609	4	6	588			21	4	6	609	4	6	4	10	5	3	1	7
747		9	430		.		9	9	.			1,186	9	9	1,140			46	9	9	1,186	9	9	5	15	5	3	12	1
261	15	3		.			21	12				283	11	3	241	.	.	42	11	3	283	11	3	4	5	7	4	.	6
88		9	293	12			7	7				389	3	9	346	8	.	42	11	9	389	3	9	5	3	.	1	2	11
389	7	11	67	8			26	4	.			483	3	11	424	8		58	11	11	483	3	11	5	10	9	4	4	7
72	11	9	303	...	.		35	1				410	12	9	348	...	...	62	12	9	410	12	9	4	13	4	...	13	8
550	4	5	664	4			68	12	...			1,283	4	5	1,119	.		164	4	5	1,283	4	5	5	3	9	2	4	..
380	4	7	60				10	14				451	2	7	432		.	19	2	7	451	2	7	6	.	3	5	1	1
494	13	3	80	.			10	...	.			584	13	3	556	...	.	28	13	3	584	13	3	7	.	7	5	15	9
369	8		10	.			4	8				384			372	...		12	..		384	...	..	6	10	2	6	5	11
31	11		312	8	.		4	15	.			319	2		337	.	.	12	2	...	319	2		4	7	7	...	6	6
165	11	9					5	4				170	15	9	157	15	.	13	...	9	170	15	9	3	2	8	3	1	1
1,442		7	462	8			35	9				1,940	1	7	1,854	15		85	2	7	1,940	1	7	5	9	2	4	3	8

STATEMENT NO. III.

1	2	2A	3	4	5	6	7	8	9	9A	9B	9C	10
				Number of pupils on the rolls at the close of the year					Number of pupils studying each language at the close of the year.				
Number.	Districts.	Place.	When Established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdoo.	Nagri.	Monthly rate of Schooling fee.
	LAHORE CIRCLE,	*Continued.*											
22	Ferozepoor, ...	Zeera, ...	1st June, 1856,	53	22	5	80	66	...	32	80	...	...
23		Dhurumkote, ...	———	40	35	10	85	73	...	42	85	...	...
24		Moga, ...	22nd June 1865,	23	15	28	66	56	...	32	66	...	...
			Total, ...	116	72	43	231	195	...	106	231	...	...
25	Montgomery, ...	Kota Kamalia,...	———	90	3	3	96	90	...	21	92	6	...
26		Sayudwalla, ...	10th June 1856,	55	8	9	72	53	33	23	72	...	...
			Total, ...	145	11	12	168	143	33	44	164	6	...
		Total of Lahore Circle,		1,593	614	171	2,378	2 095	272	791	2,055	361	...
	RAWUL PINDEE	CIRCLE.											
1	Rawul Pindee,	Kulur, ...	1st Augt. 1853,	53	21	10	84	70	...	26	84	...	...
2	Jehlum, ...	Rohtas, ...	18th Augt. 1854,	25	53	4	82	72	...	82	82	...	...
3		Chukowal, ...	1st Feby. 1857,	64	15	11	90	83	...	90	90	...	...
			Total, ...	89	68	15	172	155	...	172	172	...	...
4	Goojrat, ...	Koonjah, ...	15th July 1854,	45	23	12	80	76	...	44	80	...	...
5		Dingah, ...	26th July 1856,	54	6	14	74	59	...	34	74	...	...
			Total, ...	99	29	26	154	115	...	78	154	...	...
6	Sealkote, ...	Duska, ...	1st June 1856,	35	15	7	57	46	20	22	57	...	...
7		Pusroor, ...	20th July, 1856,	45	37	5	87	73	19	26	87	...	...
8		Zufferwal, ...	6th Augt. 1854,	52	61	17	130	120	65	39	130	...	...
			Total, ...	132	113	29	274	239	104	87	274	...	...
9	Goojeranwalla,	Goojranwalla,...	———	54	90	18	162	97	6	39	162	...	...
10		Hafizabad, ...	14th June 1856,	105	11	9	125	95	...	49	125	...	...
11		Pindi Bhuttian,	———	23	27	2	52	41	...	30	52	...	...
			Total, ...	182	128	29	339	233	6	118	339	...	...
12	Jhung, ...	Megyana, ...	6th June, 1856,	86	21	2	109	93	...	34	109	...	...
		Total of Rawul Pindee Circle,		641	380	111	1,132	905	110	515	1,132	...	...
	FRONTIER CIRCLE												
1	Moozuffergurh,...	Koteodoo, ...	1st Sept. 1856,	128	57	...	185	112	...	48	137	...	...
2	Dera G. Khan, ...	Jampoor, ...	1st Octr. 1856,	33	23	...	56	51	...	28	56	...	...
		Total of Frontier Circle,		161	80	...	241	163	...	76	193	...	...
	31+26+12+2=71		Grand Total	4,717	1,884	398	6,999	5,852	1,107	2,433	5,876	1,198	...

(TOWN SCHOOLS)—(*Concluded.*)

11			12			13	14	15			16	17	18			19			20			21			24			25		
Receipts.																Charges.									Annual cost of educating each pupil.					
From Government.			Local rate of assessment.			Proceeds of endowment.	Subscription donation &c.	Fees, fines, &c.			Sale of books.	Other sources.	Total.			Current.			Extraordinary.			Total.			Total cost.			Cost to Government.		
414	6	5	190	4	...	Nil.	Nil.	7	5	..	Nil.	Nil.	611	15	5	532	4	...	79	11	5	611	15	5	9	6	4	6	4	6
68	11	9	370	...	..			8	5	...			447	.	9	420	...	...	27	...	9	447	...	9	6	2	...	...	15	1
376	12	8	...	...	...			4	14	.			381	10	8	358	...	.	23	10	8	381	10	8	6	13	1	6	11	8
859	14	10	560	4	...			20	8	...			1,440	10	10	1,310	4	...	130	6	10	1,440	10	10	6	13	...	3	13	6
314	7	...	40	...	..			4	..				358	7	..	340	...	.	18	7	.	358	7	.	3	15	9	3	7	11
240	...	.	100	..	...			10	3	.			350	3	.	340	...	...	10	3	..	350	3	.	6	9	9	4	8	5
554	7	.	140	..	.			14	3	..			708	10	...	680	...	.	28	10	...	708	10	..	4	15	3	3	14	..
305	10	10	3,851	11	1			487	12	.			11,645	1	11	10,820		1	815	1	10	11,645	1	11	5	8	1	3	6	11
245	7	6	72	...	.			5	13	...			323	4	6	312	...	...	11	4	6	323	4	6	4	9	11	3	8	1
297	3	3	...	.	..			8	4	.			305	7	3	286	8	.	18	15	3	305	7	3	4	3	11	4	2	1
379	1	9	30	...	..			27	14	..			436	15	9	396	...	...	40	16	9	436	15	9	5	4	3	4	9	1
676	5	...	30	...	.			36	2	.			742	7	...	682	8	...	59	15	...	742	7	.	4	13	..	4	5	10
332	1	...	102		...			14	3	.			448	4	..	420	...	..	28	4	...	448	4	...	5	14	4	4	5	11
333	15	9	...	...	..			28	12	...			362	11	9	325	...	...	37	11	9	362	11	9	6	2	4	5	10	7
666	.	9	102	..	...			42	15	..			810	15	9	745	...	...	65	15	9	810	15	9	7	10	..	5	4	..
353	10	3	1	.				29	5	..			383	15	3	336	...	.	47	15	3	383	15	3	8	5	7	7	11	..
357	2	...	71	.	.			35	6	...			463	8	..	420	...	...	43	8	...	463	8	...	6	5	7	4	14	3
367	8	.	70	12	...			37	1	..			475	5	.	425	...	.	50	5	...	475	5	...	3	15	5	3	1	...
1,078	4	3	142	12	..			101	12	...			1,322	12	3	1,181	..	...	141	12	3	1,322	12	3	5	8	7	4	8	2
262	1	6	366	...				11	15	...			640	...	6	606	...	...	34	...	6	640	...	6	6	9	7	2	11	3
381	14	3	55	8	.			37	6	...			474	12	3	420	..	.	54	12	3	474	12	3	5	..	...	4	...	4
11	15	9	288	...	.			9	14	..			309	13	9	288	...	...	21	13	9	309	13	9	7	8	11	...	4	8
655	15	6	709	8	..			59	3	..			1,424	10	6	1,314	...	..	110	10	6	1,424	10	6	6	1	10	2	13	1
366	10	6	3	8	..			8	..	..			378	2	6	362	...	.	16	2	6	378	2	6	4	1	1	3	15	1
3,688	11	6	1,059	12	.			253	13	.			5,002	4	6	4,596	8	..	405	12	6	5,002	4	6	5	8	5	4	1	3
385	.	.	138	..	...			3	...	...			526	...	..	500	.	..	26	...	...	526	...	...	4	11	2	3	7	...
357	...	.	20	...	..			...	...	.			377	...	...	372	...	..	5	..	...	377	...	..	7	6	8	7	..	...
742	.	.	158	..	...			3	.	.			903	.	...	872	...	...	31	..	...	903	...	..	4	8	10	5	9	...
9,924	5	10	10,749	11	1			1,330	3	..			32,004	3	11	28,946	8	..	3,057	11	10	32,004	3	11	5	7	6	3	6	5

NOTE.—Columns 22 and 23 being blank, have been omitted.

No.

INSTITUTIONS FOR

Government Schools of the Lower Class

1	2	2A	3	4	5	6	7	8	9	9A	9B	9C	10	11			12	
				Number of pupils on the rolls at the close of the year.					Number of pupils studying each language at the close of the year.									
Name of institution.	Districts.	Number of Schools.	When Established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Persian.	Urdu.	Nagri.	English.	Monthly rate of Schooling fee.	From Government.			Local rate of assessment.	
AMBALLA CIRCLE.																		
Amballah, ...		87	6 Sept. '56,	1,173	1,059	348	2,580	2,136	884	2,478	...	...		283	...	..	7,332	8
Loodianah, ...		76	2 Novr. „	903	692	532	2,127	1,777	832	2,127	...	...		764	3	3	6,972	8
Kurnal, ...		60	1 Mar. '58	773	415	30	1,218	1,052	260	945	268	...		500			5,676	12
Dehlie, ...		65	15 Ditto „	1,232	255	23	1,510	1,164	52	704	947	t		220	4	3	6,422	
Goorgaon, ...		80	9 Sept '54	2,547	432	..	2,979	2,291	230	873	2,106	98		669	13		7,583	
Sirsa, ...		12	1 Sept '59	315	131	29	475	439	25	168	318			515	2	3	1,072	
Rohtuk, ...		38	15 July „	990	125	1	1,116	779	130	488	592	29		332	2		3,052	
Hissar, ...		21	26 Octr. '56	420	64	1	485	418	59	111	315	...		984	8		2,105	8
Simla, ...		3	.....	89	12	16	117	91	7	83	34	...		782			...	
Total, ...		442	Total, ...	8,442	3,185	980	12,670	10,147	2,479	7,977	4,580	132		4,850		9	40,216	4
LAHORE CIRCLE.																		
Jullundur, ...		71	1 May 1857	1,204	969	273	2,446	2,149	660	2,408	38	...		...			4,627	
Hooshyarpoor, ...		105	1 May 1851	1,988	1,065	166	3,219	2,699	921	2,665	561	20		5	10		9,025	13
Kangra, ...		55	10 April '56	1,790	58	12	1,860	1,453	120	461	1,399	.		901	5	9	4,231	5
Amritsur, ..		130	26 June '57	1,765	1,945	1,360	5,070	4,031	1,502	5,070	...	85		1,376	10		11,129	2
Goordaspoor, ...		130	1 April '57	2,060	2,083	487	4,630	4,303	1,171	4,538	92	45		1,415	6	3	8,451	
Lahore, ...		60	1 Janry. '57	634	616	331	1,581	1,233	557	1,581	...	..		224	5	5	4,565	11
Ferozepoor, ...		55	14 Novr. '57	534	649	521	1,704	975	450	1,704		...		467	4	7	5,282	12
Mooltan, ...		47	4 Sept '56	438	658	5	1,101	984	352	1,101	51	..		1,292	6	2	3,189	
Montgomery, ...		26	26 Feby. '54	478	252	140	870	792	247	849	29	21		848	9	3	2,195	
Total, ...		679	Total, ...	10,891	8,295	3,295	22,481	18,619	5,980	20,377	2,170	171		6,561	9	5	52,696	11
R. PINDI CIRCLE.																		
Rawul Pindi, ...		77	1 Augt. '53	775	1,062	340	2,177	1,702	454	1,723	...	...		1,518	5	9	5,490	4
Jehlum, ...		63	1 March '58	1,178	1,166	256	2,600	2,253	2,544	2,544	56	...		673	11	9	4,789	
Goojrat, ...		61	16 Sept. '56	642	1,605	157	2,404	1,893	535	2,404	.	..		429	10	6	4,787	
Shahpoor, ...		42	5 Janry. '57	814	743	123	1,680	1,138	315	1,470	210	...		921	4		3,893	4
Sealkote, ...		83	1 Sept '57	1,381	1,446	379	3,206	2,591	1,000	3,206	...	..		458	11	6	6,052	
Goojranwalla, ...		82	1 Sept '57	1,190	795	404	2,389	2,054	896	2,389	...	60		431	6	3	6,473	12
Jhung, ...		33	12 March '57	409	466	21	896	697	195	896	100	42		527	2	6	2,822	
Total, ...		441	Total, ...	6,389	7,283	1,680	15,35	12,328	5,939	14,632	366	102		4,960	4	3	34,307	4
FRONTIER CIRCLE.																		
Dera Ismael Khan,		36	5 May 1858	735	798	10	1,543	1,260	1,543	1,543	...	...		1,431	11		3,022	
Dera Ghazee Khan,		33	7 May 1856	303	490	..	793	615	246	793	...	...		796	15		2,854	
Bunnoo, ...		31	25 May '58	276	520	7	803	636	803	803	...	...		1,306	7	9	2,291	12
Peshawur, ...		44	23 Decr '58	173	730	14	917	688	350	567	...	..		1,553	...		4,286	
Kohat, ...		4	9 June 1859	38	78	4	120	108	58	120	...	10		566	6	6	1,236	
Huzara, ...		2		21	78	10	109	80	37	109	...	...		3			298	5
Moozuffurgurh, ...		34	15 Octr. '56	341	525	2	868	592	222	646	...	.		695	1	6	2,769	
Total, ...		184	Total, ...	1,887	3,219	47	5,153	3,979	3,259	4,581	...	10		6,352	9	9	16,757	1
Grand Total,...		1,746		27,609	21,982	6,002	55,593	45,073	17,657	47,567	7,116	415		22,724	8	2	1,43,977	5

VILLAGE SCHOOLS

IIIA.

ENERAL EDUCATION.

or the year 1865-66.

13	14	15			16	17			18			19			20			21			22			23	24			25		
Receipts.												Charges.													Annual cost of educating each pupil.					
Government	Subscriptions, donations, &c	Fees, fines, &c.			Sale of Books.	Other Sources.			Total.			Current.			Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of charges over receipts	Total cost.			Cost to Government.		
		172	3	.		...	...	.	7 787	11		7,615	8		172	3		7,787	11		...	...	.		3	10	4	2	1	...
		474	8	.		...	.		8 211	3	3	7 272	8		938	11	3	8,211	3	3	...	.			4	9	11	...	6	11
		51	2			...	...		6,227	14		6,176	12	.	51	2		6,227	14		...	.	.		5	14	9	...	7	7
		15	11	.		...	...		6 657	15	3	6,422			235	15	3	6 657	15	3	...	..			5	11	6	...	3	..
		52	15	.		...	...		8,305	12		8,122	.		183	12		8,305	12	.	...	.	.		3	10		...	4	8
		51	15	.		...			1 639	1	3	1 502	.		137	1	3	1,639	1	3	...	.	.		3	11	9	1	2	9
		25	12	9		..			3,409	14	9	3,292	.		117	14	9	3,409	14	9	...	...	.		4	6		...	6	10
		23	4			..			2 913	4		2,825	8	.	87	12		2,913	4		...	.	..		6	15	6	1	14	.
		1	12	.		.	.		781	12	...	653	.		128	12		781	12		...	.			8	9	5	8	9	4
		868	2	9		..			45 934	7	6	43,881	4		2,053	3	6	45,934	7	6	...	.	.		4	8	6	...	7	8
		381	12	..		...	.		5 008	12	...	4 627		..	381	12	.	5,008	12	.	...	...	.		2	5	4	...	..	...
		335	15	.		...	.		9 367	6	...	9 025	13		341	9		9,367	6		...	..	.		3	7	6	..	.	..
			.	.		.	...		5 132	11	5	4,988	5	8	144	5	9	5 132	11	5	..	.	.		3	8	6	...	9	11
		569	13	.		...	..		13,075	9		11 849	2	.	1,151	7		13,000	9		75	...	...		3	3	11	...	5	6
		399	6	..		...	...	.	10,295	12	3	9 351	.	.	944	12	3	10 295	12	3	...	...	.		2	6	3	...	5	1
		62	2	...		...	.		4,852	2	5	4 660			192	2	5	4,852	2	5	...	...	.		3	11	11	...	2	11
		30	9	.		...	...	.	5 780	9	7	5 552	12	5	227	13	2	5,780	9	7	...	...	..		5	14	10	...	7	8
		105	5	.		...	.		4,586	11	2	4 389		.	197	11	2	4 586	11	2	...	...			4	10	7	1	5	..
		78	11	.		...	...		3 122	4	3	2 975		.	147	4	3	3,122	4	3	...	..	..		3	15	1	1	1	2
Nil.	Nil.	1,963	9	.	Nil.	...	.	.	61,221	14	1	57,418	1	1	3,728	13		61,146	14	1	75	.	.	Nil.	3	4	5	...	5	8
		29	14	...		...	..		7 038	7	9	6,880	4	..	158	3	9	7 038	7	9		.	.		4	2	2	...	14	3
		176	4	..		...	.	.	5,638	15	9	5,329	.	.	309	15	9	5,638	15	9		.	.		2	7	11	...	4	10
		63	9	..		.			5 280	3	6	5,112		...	168	3	6	5,280	3	6		...	..		2	12	8	...	3	8
		7	10	..		957			5,779	2		5,697	4	...	81	14		5 779	2		..	..	.		5	2	3	...	1	11
		211	7	..		...			6 722	2	6	6,328		.	394	2	6	6,722	2	6	...				2	9	6	...	2	10
		364	9	.		...	.	.	7,269	11	3	6 744	4	.	525	7	3	7,269	11	3	...	.	...		3	8	7	...	3	4
		95	2	..		...	.		3,444	4	6	3,302			142	4	6	3,444	4	6		.			4	15	1	...	12	1
		948	7	.		957	.		41,172	15	3	39 392	12	.	1,780	3	3	41,172	15	3	.	..			3	15	5	...	6	4
		...	...	.		...			4,453	11		4 322		.	131	11		4 453	11	.	...	..			3	8	7	1	1	2
		...	...	.		..			3 650	15		3 574	.	.	76	15		3,650	15	...	...	.	.		5	15		1	4	9
		...	..	.		...	.		3,598	3	9	3 423		...	175	3	9	3,598	3	9	..	..			5	10	6	1	10	1
		...	.	..		...	...	.	5 839			5 726			113	..		5 839	.		...	..			8	7	10	2	4	11
		...	.	...		...	...	.	1,802	6	6	1,776			26	6	6	1,802	6	6	.	.	.		16	13	8	5	1	11
		...		.		...	.	.	301	5	7	298	5	7	3	..		301	5	7	.	.	..		...	.		...	..	..
		1	15	.		..	.	.	3 466		6	3 365		..	101	...	6	3,466		6		..			5	13	8	1	2	10
		1	15	.		..			23,111	10	4	22 484	5	7	627	4	9	23,111	10	4	.	...	.		5	12	11	1	9	6
		3,782	1	9		957		...	1,71,440	15	2	1,63,176	6	8	8,189	8	6	1,71,365	15	2	75 (a)	..			3	12	9	...	10	3

(a.)—Expended on Female Schools,—*see* Statt III. B.

No.

INSTITUTIONS FOR

Government Schools of the Lower Clas

1	2	2A	3	4	5	6	7	8	9	9A	9B	9C	10	11			12	
Name of Institution.	District.	Number of Schools.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.	From Government.			Local rate of Assessment.	
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.						
FEMALE SCHOOLS.	**AMBALLA CIRCLE.**																	
	Amballa, ...	21	23rd Dec. '60	19	344	...	363	345	...	...	344	19		...	...	...	1,380	
	Loodiana, ...	16	...	18	280	...	298	192	...	5	298	...		27	.	..	490	..
	Delhi, ...	19	17th Nov. '60	132	177	...	309	226	...	18	168	141		160	.		2,700	.
	Goorgaon, ...	65	...	795	309	...	1,104	504	...	4	318	786		13	..	..	1,440	.
	Kurnal, ...	19	...	44	173	...	217	219	...	...	178	39		...	.		960	.
	Hissar, ...	3	...	9	42	...	51	31	...	...	41	10		30	8		125	.
	Rohtuk, ...	10	...	103	67	...	170	140	...	...	67	103		7	.		1,246	.
	Sirsa, ...	5	...	142	46	2	190	135	...	...	46	144		27	.	.	216	
	Total, ...	158	...	1,262	1,438	2	2,702	1,792	...	27	1,460	1,242		264	8	.	8,557	.
	LAHORE CIRCLE																	
	Jullundhur, ...	92	1st Apl, '57.	...	2,260	...	2,260	2,106	188	901	2,270	...		...	...	..	9,549	4
	Hooshyarpoor, ...	5	1st May '61	21	86	3	110	113	...	14	86	24		...	..	..	388	8
	Kangra, ...	8	1863.	117	28	...	145	129	...	11	28	117		24	..	...	546	10
	Amritsur, ...	1	1864,	...	11	...	11	17	...	...	11	...		...	..	.	...	.
	Goordaspoor, ...	4	May 1863,	18	77	...	95	71	...	4	77	18		49	..	3	204	..
	Lahore, ...	10	1st Apl. '62,	45	126	...	171	145	...	...	126	45		24	8	.	639	7
	Ferozepoor, ...	8	May 1863,	16	221	3	240	164	...	...	240	16		109	9	.	615	
	Mooltan, ...	1	1st May '61.	...	18	...	18	17	...	...	18	...		15	.	..	201	
	Total, ..	129		217	2,827	6	3,050	2,762	188	930	2,856	220		222	1	3	12,143	13
	R. PINDI CIRCLE																	
	Goojrat, ...	5	1864,	...	124	...	124	96	...	...	124	...		...	..	.	480	
	Shahpoor, ...	3	1863,	15	36	4	75	64	...	1	10	15		...	.	.	240	
	Sealkote, ...	11	1st Feb, '63,	...	287	87	374	249	...	170	374	...		...	.	...	932	
	Goojranwalla, ...	11	1st May '62,	93	139	20	252	217	...	...	252	93		...	..	.	126	.
	Jhung, ...	6	8th Mar. '57.	12	98	3	113	87	...	65	33	15		...	...	...	420	
	Total, ...	36		120	704	114	938	713	...	236	793	123		...	..	.	2,196	
	FRONTIER CIRCLE.																	
	Bunnoo, ...	6	...	38	15	48	101	56	...	18	18	83		...	8	.	480	.
	Moozuffergurh, ...	4	1st Dec. '57,	...	43	...	43	40	...	43	43	...		...	..	.	240	..
	"	10		38	58	48	144	96	...	61	61	83		...	8	...	720	.
	Total, ..	333		1,637	5,027	170	6,834	5,363	188	1,254	5,170	1,668		487	1	3	23,618	13

IIB.

NERAL EDUCATION.

(Female Schools) for the year 1865-66.

13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.						Charges.					Annual cost of educating each pupil.	
Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
				... ...	1,380	1,380	... .	1,380			4	... ...
				... ...	517	490	27	517			2 11 1	... 2 3
				... ...	2,860	2,700	160	2,860			12 10 6	... 11 4
				... .	1,453 ..	1,440 . .	13 . ..	1,453 ..			2 14 2	 5
				... .	960	960	... .	960			4 6 2	... ...
				... ...	155 8 ..	125 . ..	30 8 ..	155 8 ..			5 3 1	... 15 10
				... .	1,253	1,246 . .	7	1,253 . ..			8 15 2	 10
				... ..	243 . .	216	27	243			1 12 10	... 3 2
Nil.	Nil.	Nil.	Nil.	... .	8,824 8 .	8.557 . ..	264 8 ..	8,821 8 ..	Nil.	Nil.	4 11 9	... 2 4
				... .	9,549 4 3	9,549 4 3	... ..	9,549 4 3			4 8 7	... .
				... . ..	388 8 .	388 8 .	... . ..	388 8 .			8 12 .	... .
				... .	570 10 4	546 10 4	24	570 10 4			4 6 9	... 3 ...
				75 . .	75 . .	75 . .	... .	75 .. .			4 6 7	... ...
				... . .	253 .. 3	204 . .	49 .. 3	253 ... 3			3 9	... 11 1
				... . .	663 15 .	639 7 .	24 8 ...	663 15 ..			4 9 3	... 2 8
				... .	724 9 .	615 .. .	109 9 .	724 9 .			4 8 8	... 10 8
				... . .	216 . .	201	15 . ..	216 .. .			12 11 1	... 14 1
				75 .	12,440 14 10	12,218 13 7	222 1 3	12,440 14 10			4 8 1	... 1 3
				... .	480 .	480 .	... .	480			5	... .
				... ..	240 .. .	240 . .	... ..	240			3 12	... .
				... . .	932 .	932 .. .	... .	932			3 11 11	... .
				... . .	126	126 . .	... .	126			... 9 3	... .
				... . .	420 .. .	420 .. .	... ...	420 . ..			1 13 3	... . ..
				... ..	2,198 .. .	2,198 . .	... . .	2,198 ...			3 1 4	... . ..
				... . .	480 8 ..	480 .	... 8	480 8 .			8 9 3	 2
				...	240 .. .	240 .	... ..	240			6 .. .	... .
				... .. .	720 8 .	720 . .	... 8	720 8 ..			7 8 1	 1
				75	24,180 14 10	23,693 13 7	487 1 3	24,180 14 10			4 8 1	. 1 5

Rs. 10,000-0-0 spent on Female Schools from Educational Cess Fund, have been recovered in a lump sum from Imperial Revenue during 1865-66: hence annual cost of educating each pupil has been increased to Government from Rs. 0-1-5 to Rs. 1-15-3.

No

INSTITUTIONS F

Government Jail Scho

JAIL SCHOOLS.

1	2	3	4	5	6	7	8	9	9A	9B	9C	10	11	12	
Name of Institution.	Locality.	When established	Number of pupils on the rolls at the close of the year				Average daily attendance.	Number of pupils studying each language at the close of the year				Monthly rate of School-ing Fee.	From Government.	Local rate of assessment.	Proceeds of
			Hindoos.	Mahomedans.	Others.	TOTAL.		English.	Persian.	Urdu.	Nagri.				
	AMBALLA	**CIRCLE.**													
	1 Amballa, ...	1 July 1863,	70	72	30	172	182	...	1	100	72			...	
	2 Loodiana, ...	10 Augt. 1865,	5	23	12	40	38	...	...	40	...			...	
	3 Dehlie, ...	1 July 1863,	44	66	...	110	80	..	...	44	69			5	
	4 Hissar, ...	21 ditto,	45	25	1	71	88	...	...	35	36			...	
	5 Rohtuk, ..	1 ditto,	47	16	1	64	78	...	...	24	40			...	
	6 Sirsa, ...	1 Nov. 1863,	50	50	32	132	164	...	...	89	43			...	
		TOTAL, ...	261	252	76	589	630	..	1	332	260			5	
	LAHORE	**CIRCLE.**													
	1 Jullundur, ...	1 July 1863,	63	44	3	110	131	...	3	110	4			...	
	2 Kangra, ...	7 Jany. 1866,	33	14	1	48	30	1	...	31	16			...	
	3 Amritsur, ...	11 Oct. 1862,	118	117	112	347	279	...	23	317	...			8	
	4 Goordaspoor, ...	18 June 1863,	77	95	28	200	169	...	60	200	...	Nil.	Nil.	...	
	5 Lahore, ...	17 Dec. 1863,	469	258	105	832	756	...	...	832	...			...	
	6 Ferozepoor, ...	23 Jany. 1863,	68	90	56	214	204	...	8	214	...			...	
	7 Mooltan, ...	26 Mar. 1863,	112	440	...	552	492	...	...	552	..			...	
	8 Montgomery, ...	14 Mar. 1863,	41	98	59	198	192	..	6	198	...			...	
			981	1,156	364	2,501	2,253	1	100	2,484	20			8	
	R. PINDI	**CIRCLE**													
	1 Rawul Pindi, ...	17 June 1863,	4	490	6	500	425	...	...	500	..			...	
	2 Jhelum, ...	15 Sep. 1863,	75	118	31	224	202	...	20	224	..			...	
	3 Goojrat, ...	1 June 1863,	20	129	...	149	124	...	...	149	...			...	
	4 Shahpoor, ...	June, 1863,	11	114	...	125	121	...	...	125	...			...	
	5 Goojranwalla, ...	1 Dec. 1862,	85	171	41	297	316	...	...	297	...			...	
	6 Jhung, ...	9 Mar. 1863,	13	261	7	281	170	...	...	281	..			...	
			208	1,283	85	1,576	1,358	..	20	1,576	...			..	
	FRONTIER	**CIRCLE.**													
	1 Dera Ismael Khan	1 July 1863,	6	18	...	24	30	...	...	24	...			...	
	2 Peshawur, ...	1 July 1863,	16	62	12	90	114	...	10	80	.			...	
	22 TOTAL, ..		22	80	12	114	144	..	10	104	.			...	
			1,472	2,771	537	4,780	4,385	1	131	4,196	280			13	

IIC.

NERAL EDUCATION.

1865-66.

14	15	16	17	18	19	20	21	22	23	24	25
pts.					Charges.					*Annual cost of educating each pupil.*	
donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary	Total.	Excess of receipts over charges.	Excess of Charges over receipts.	Total cost.	Cost to Government.
...	...	...	75 14 3	75 14 3	57 6 6	18 7 9	75 14 3	...	...	6 8	...
...	...	...	21 6 11	21 6 11	21 6 11	...	21 6 11	...	...	4 10	...
...	...	...	70 15 6	75 15 6	60 ...	15 15 6	75 15 6	...	...	15 2	...
...	...	...	60 ...	60 ...	60 ...	...	60 ...	...	...	10 4	...
...	...	...	93 10	93 10	80 ...	13 10	93 10	...	...	1 3 2	...
...	...	...	190 8	190 8	180 ...	10 8	190 8	...	...	1 3	...
...	...	...	512 6 8	517 6 8	458 13 5	58 9 3	517 6 8	...	...	13 2	...
...	...	...	84 14 6	84 14 6	60 ...	24 14 6	84 14 6	...	...	14 4	...
...	...	...	5 10	5 10	...	5 10	5 10	...	...	8	...
...	...	...	...	8	...	8	8	...	...	6	...
...	...	...	137 9 6	137 9 6	84 ...	53 9 6	137 9 6	...	...	13	...
...	...	...	580 ...	580 ...	540 ...	40 ...	580 ...	...	...	12 2	...
...	...	...	140 ...	140 ...	120 ...	20 ...	140 ...	...	...	12	...
...	...	...	309 6	309 6	289 6	20 ...	309 6	...	...	10 1	...
...	...	...	14 2	14 2	...	14 2	14 2	...	...	1 2	...
...	...	...	1,271 10	1,279 10	1,093 6	186 4	1,279 10	...	...	9	...
...	...	...	109 ...	109 ...	84 ...	25 ...	109 ...	...	...	2 6	...
...	...	...	87 1 6	87 1 6	72 ...	15 1 6	87 1 6	...	...	6 11	...
...	...	...	75 9 9	75 9 9	60 14 9	14 11	75 9 9	...	...	9 6	...
...	...	...	39 ...	39 ...	39 ...	...	39 ...	...	...	5 1	...
...	...	...	119 11	119 11	117 6	2 5	119 11	...	...	6 1	...
...	...	...	205 7 6	205 7 6	182 8	22 15 6	205 7 6	...	...	1 3 4	...
...	...	...	635 13 9	635 13 9	565 12 9	70 1	635 13 9	...	...	2 13 4	...
...	...	...	84 ...	84 ...	84 ...	...	84 ...	...	...	2 12 10	...
...	...	...	119 1 4	119 1 4	110 ...	9 1 4	119 1 4	...	...	1 ... 9	...
...	...	...	203 1 4	203 1 4	194 ...	9 1 4	203 1 4	...	...	1 6 6	...
...	...	...	2,622 15 9	2,635* 15 9	2,312 ... 2	323 15 7	2,635* 15 9	...	...	9 7	...

* In addition to this sum Rupees 150-0-0 worth of Books have been supplied to these Schools from Imperial Revenue, thus making a total of Rs. 2,785-15-9.

No

INSTITUTIONS FO

Private Colleges and Collegiate Institutions open

1	2	3	4	5	6	7	8	9	9A	9B	9C	
			Number of pupils on the rolls at the close of the year.					Number of pupils studying each language at the close of the year				
Name of Institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance	English.	Persian.	Urdu.	Nagri.	Monthly rate of Schoolage
American Presbyterian Mission,	Lahore.	1864,	10	3	2	15	12	15	10	5	3	2

IV.

GENERAL EDUCATION.

Government Inspection, for the year 1865-66.

11	12	13	14	15	16	17	18	19	20	21	22	23	24
Receipts.							Charges.					Annual cost of educating each pupil.	
From Government	Proceeds of Endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	Total	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total cost.	Cost to Government
117 5 3	1,983 13 ...	1,446 13 9	322 . .	Nil.	Nil.	4,200 .. .	4,200	Nil.	4,200 . .	Nil.	Nil.	350	37 4 5

No.

INSTITUTIONS FO

Private Schools of the Higher class open

1		2	3	4	5	6	7	8	9	9A	9B	9C	10	11
	Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the close of the year				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of School-ing Fee.	From Government.
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.		
	Schools of the Higher class educating up to the University Entrance Standard.													
	AMBALLA CIRCLE.													
1	Bishop of Calcutta's Publ. Schl. for Eurs	Jotogh ...	16 Mar. 1863	...	...	64	64	64	64	...	45	...	28 to 10 R.	4,600
2	Soc. P. G. Mission Schl. (St Stephen Col.	Dehlie, ...	1859,	321	29	16	366	271	366	157	366	14	2 A.	4,440
3	American Pres. Mission School, ...	Loodiana, ...	1836,	232	82	14	328	289	328	22	306	..	2 to 1 A	1,500
4	Ditto do. do. City, ,,	Amballa, ...	1852,	237	125	...	362	227	185	314	170	50	4 to 2 A.	1,500
				790	236	94	1,120	851	943	493	887	64		12,040
	LAHORE CIRCLE.													
1	American Presbyterian Mission School,	Lahore, ...	1849,	1,163	536	17	1,716	1,261	1,716	968	833	379	2 to ½ A.	6,332
2	Church Mission School, ...	Amritsur, ...	1852,	96	22	54	172	141	172	61	168	4	2 to 1 A.	3,000
3	American Presbyterian Mission School,	Jullundur, ...	1843,	235	120	8	363	318	241	162	201	...	3 to ½ A.	2,544
4	Adult English School, ...	Lahore, ...	1 Sep. 1861,	41	12	3	56	43	56	...	...	...	2R. to 8A.	351
5	High Schl. for boys of Eur. parentage,	Lahore, ...	A. 1862,	...	...	26	26	21	26	...	20	...	6 to 4 R.	279
6	Amer. Pres. Mission Adult Eng. School.	Lahore, ...	1862,	62	37	1	100	80	100	...	...	...	2R. to 2A.	360
7	Church Mission School, ...	Kangra, ...	1854,	201	32	6	239	138	216	68	93	56	4 A.	1,200
8	Ditto ditto ditto, ...	Narowal, ...	1859,	88	63	...	151	131	49	72	151	40	1 to ½ A	960
				1,886	822	115	2,823	2,133	2,516	1,331	1,466	479		15,026
	RAWUL PINDI CIRCLE.													
1	Sir Henry Lawrence Memol. Asylum,	Murree. ...	1 May 1861,	...	...	85	(a) 85	80	85	24	...	...	15 R. to 0	(b) 21,756
2	Revd. C. Toussaint's School, ...	Jhelum, ...	15 Nov. 1861,	86	44	33	163	127	84	58	107	57	8 to 1 A.	1,800
3	American Pres. Mission School, (City)	Rawul Pindi, ...	1856,	188	51	4	243	207	108	120	120	15	4 to ½ A.	2,064
4	Church of Scotland Mission School, (City)	Sealkote, ...	Oct. 1864,	69	14	17	100	80	27	41	58	..	1 to ¼ A.	600
	FRONTIER CIRCLE.			343	109	139	591	494	304	243	285	72		26,220
1	Church Mission School, ...	Peshawur, ...	14 May 1855,	331	91	6	428	339	294	134	428	...	3 to 1 A.	2,700
2	Church Mission School, ...	Dera I. Khan,	Novr. 1863,	101	230	4	335	244	160	122	53	...	...	332
				432	321	10	763	583	454	256	481	..	...	3,032
18	Grand Total, ...			3,451	1,488	358	5,297	4,061	4,277	2,323	3,119	615	...	56,319

(a).—Boys 50; Girls 35.

(b)—1,956 4 0 Deduct paid by the Military Department.

54,363 4 3 Paid by the Educational Department.

NERAL EDUCATION.

vernment Inspection, for 1865-66.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	Remarks.
	Receipts.						Charges.					Annual cost of educating each pupil		
Proceeds of endowment.	Subscriptions, donations, &c.	Local rate of assessment	Fees, Fines, &c.	Sale of Books	Other sources	Total.	Current.	Extraordinary	Total.	Excess of receipts over charges.	Excess of Charges over receipts.	Total cost.	Cost to Government.	
)	2,895 5 6		24,189 .. 6	... .. .	... . .	37,881 11 6	23,038 10	2,980 . .	26,018 10 ...	11,866 1 6	... . .	106 8 7	*71 14 1	*Additional amount claimed from Govt. Rupees 3,920 from Sept 1865 to Mar. 1866.
	... ..		439 6	341 8 9	5,805 1 11	11,086 8	10,556 4 3	120 .	10,676 4 3	409 12 5	... . .	39 6 4	16 6 1	
0	2,456 5 3		396 5 6	19 3 9	... . .	5,121 14 6	4,676 9	445 5 6	5,121 14 6	... .	... .	17 11 6	5 3 .	
8	18 8 3		276 9 3	... ...	926 5 3	3,129 6 9	3,129 6 9	... .	3,129 6 9	... .. .	... . .	13 12 6	6 9 8	
8 .	5,370 3 .		25 301 5 3	360 12 .	6 791 7 2	57,222 1 5	41,400 14	3,545 5 6	44,946 3 6	12,275 13 11	... . .	52 13 .	14 2 4	
0	4,325 15		786 10 .	177 8 .	600 .	14,022 11 9	13,384 7 5	638 4 4	14,022 11 9	... .. .	... .	11 1 11	5 . 4	
.	2 368 2 6		164 11 7	29 3	2,370 . .	7,932 1 1	7,149 13 9	362 14 6	7,512 12 3	419 4 10	... . .	53 4 6	21 4 5	
0 .	514 . .		310 5 6	... .	... . .	5,468 5 6	5,282 11	325 1 .	5,607 12 .	... . .	139 6 6	17 10 1	8 . .	
	...		313 8	...	... . .	694 8	636	58 8 ...	694 8 ...	... ...	... . ..	16 2 5	†8 2 7	†Excess of Govt. grant over ⅓ total expenditure—Rs. 3,12 to be refunded. Rs 6-4-6 to be refunded
7	112 .		1,215 4	... . ..	... . .	2,703 4	2,600 .	466 7 9	3,066 7 9	.. . .	363 3 9	116 . 4	13 4 6	
	214 7		158 .	... .	.. . .	732 7	680 . .	27 7	707 7 .	25	... .	8 13 5	4 8 .	
.	1,391 11		20	51 2 ..	... .	2,662 3 .	2,532 . .	127 14 9	2,659 14 9	2 14 3	... ..	19 4 4	‡3 11 1	‡A. Additional amount claimed from Govt Rs 996-12-0 from July 1866 to March 1866.
	1 511 .		38 2 6	... .	...	2.500 2 6	2.531 1 3	625 8 .	3,159 9 3	... .. .	650 6 9	24 1 10	7 5 3	
7	10.437 3 6		3,036 9 7	257 13 .	2.970 .	36,725 4 10	34,799 1 5	2,632 1 4	37.431 2 9	447 3 1	1153 1	17 8 9	7 . 8	
0 5 3	1.605 8 .		1.620 10	... . .	2,178 3 2	(c) 33,929 11 5	24,163 7 2	6,093 9 7	30,257 . 9	3,672 13 8	... .	478 3 4	271 15 3	
.	1,800 ...		83 10 8	86 12 1	12 . .	3,782 6 9	3,510	99 . 6	3,609 6	173 6 3	... .	28 6 8	14 2 9	
0 .	1,566 12 7		343 13 2	... ...	... . .	4,474 9 9	4,392 10 .	171 15 9	4,174 9 9	... . ..	... . .	21 9 10	9 15 6	
	623 14		32	.. ..	... .	1,255 14 9	1,206 ...	59 14 9	1,255 14 9	... . ..	... . .	15 11 2	7 8 .	
0 5 3	5 596 3 4		2,689 1 10	86 12 1	2 190 3 2	43 442 13 8	33,172 1 2	6 424 8 7	39,596 9 9	3 846 3 11	...	80 2 5	53 1 2	
	2,100 ...		124 9	... .	600 . ..	5,521 9 ...	7,103 ...	304 3 .	7,708 ...	... .	2183 7	22 11 9	7 15 5	
.	2 133 12 4		...	.. ..	1 500 .	3,986 .. 4	3 737 .. 4	249 ..	3 986 . 4	... .	... . .	16 5 4	1 5 9	
	1,233 12 4		124 9	... ...	2,700 . ..	9 510 9 4	11,110 13 4	553 3 .	11 694 .. 4	... ...	2183 7	20 .. 11	5 3 2	
5 5 3	25,657 6 2		30,551 9 8	705 5 7	14,051 10 4	1,46,900 13 3	1 20,512 13 4	13,155 2 5	1,33,668 .. 4	16,569 4 11	3336 8 ..	32 14 7	13 13 7	

(c.c.)—It has been ruled that 6,000 Rs more should be returned among receipts from private sources on account of rent of buildings, and it is claimed that Rs. 1,056-4-0 paid by Government in the Mily Departt., should be reckoned among tuition fees.

N

INSTITUTIONS F

Private Schools of the Middle Class open

1		2	3	4	5	6	7	8	9	9A	9B	9C	10	11
NAME OF INSTITUTIONS.		Locality.	When Established.	No. of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling Fee.	From Government.
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdoo.	Nagri.		
MIDDIDE CLASS SCHOOLS:—Not educating up to the University Entrance Standard **AMBALLA CIRCLE.**														
1	Amer: Presby: Mission School, (Cantonment,)	Amballa, ...	1859, ...	101	50	11	162	116	97	45	162	20	4 to 2 A	1,200
2	Church Mission School, ...	Kotegurh, ...	1813, ...	187	...	1	188	180	4	...	6	188	...	360
3	L. M. A. Principal's Native School, ...	Sunawur, ..	1st March 1860, ...	19	9	.	28	16	26	23	28	..	4 to 1 A	300
4	American Presbyterian Mission School, ...	Sabathoo, ...	1862, ...	25	12	4	41	38	36	8	26	7	1½ A	600
5	Adult English School, ...	Jugadhree, ...	13th April 1864, ...	10	3	1	14	9	14	...	...	...	...	144
	ELEMENTARY ENGLISH SCHOOLS ATTACHED TO GOVERNMENT VERNACULAR ONES.		Total, ...	342	74	17	433	359	177	76	222	215	...	2,604
	DISTRICT.	SCHOOL.												
1	AMBALLAH, ...	Roopur, ...	English Scholars,	...	...	...	...	...	...	...	..	...	1 A	300
			Anglo-Vernacular do.	65	25	13	103	74	103	48	103	.		
2		Boorya, ...	English Scholars,	...	...	..	...	...	...	...	...	.	1 A	360
			Anglo-Vernacular do.	36	23	8	67	47	67	30	67	...		
3	ROHTUK ...	Gohana, ...	English Scholars,	8	...	..	8	7	8	...	...	.	1 A	236
			Anglo-Vernacular do.	34	5	..	39	28	39	29	39	11		
4		Bahadurgurh, ...	English Scholars,	3	...	...	3	3	3	...	...	..	...	165
			Anglo-Vernacular do,	24	13	...	37	36	37	25	31	10		
5	DEHLIE, ...	Arab Serai, ...	English Scholars,	...	1	...	1	1	1	...	...	..	1 A	180
			Anglo-Vernacular do.	41	28	...	69	50	69	17	52	...		
6	GOORGAON, ...	Goorgaon, ...	English Scholars,	...	...	..	...	...	...	..	..	.	1 A	360
			Anglo-Vernacular do.	51	11	1	63	53	63	45	18			
7		Pulwal, ...	English Scholars,	...	...	.	...	...	..	...	...	.	1 A	167
			Anglo-Vernacular do.	29	4	..	33	26	33	14	17	2		
8		Ferozepoor, ...	English Scholars,	1	...	.	1	1	1	...	...	.	1 A	240
			Anglo-Vernacular do.	46	8	..	54	43	54	23	31	..		
9		Noh, ...	English Scholars,	2	.	.	2	2	2	..	...	.	1 A	240
			Anglo-Vernacular do	35	7	..	42	38	42	5	24	13		
10		Furrukh Nagur,	English Scholars,	3	4	...	7	7	7	.	...	..	1 A	240
			Anglo-Vernacular do.	41	9	...	50	46	50	26	24	...		
11		Sohna, ...	English Scholars,	3	...	...	3	2	3	...	...	..	1 A	166
			Anglo-Vernacular do.	43	10	2	58	45	58	35	11	12		
12	HISSAR, ...	Hissar, ...	1st April 1865, ...	31	5	..	36	30	36	...	...	..	1 R to 1 A	240
			Anglo-Vernacular do.	...	..	..	...	...	...	...	...	.		
13		Hansi, ...	English Scholars,	35	2	.	37	30	37	...	...	..	1 R to 8 A	368
			Anglo-Vernacular do.	...	..	..	...	...	...	...	...	..		
14	SIRSA, ...	Sirsa, ...	English Scholars	...	..	..	..	...	...	...	...	..	8 to 2 A	360
			Anglo-Vernacular do	49	10	2	61	51	61	...	...	..		
15	KURNAL, ...	Kythul, ...	English Scholars,	...	...	..	...	...	...	...	...	..	1 to 4 A	180
			Anglo-Vernacular do,	32	2	3	37	35	37	11	37	8		
16		Paniput, ...	English Scholars,	...	...	..	...	...	...	...	...	..	1 to 2 A	240
			Anglo-Vernacular do,	96	56	..	152	142	103	17	114	15		
		Total of Elementary English Schools, ..		86	12	..	98	83	914	325	568	71	..	1,085
		21 GRAND TOTAL OF MIDDLE CLASS SCHOOLS, ...		428	86	17	531	442	1 091	401	790	286	...	6,667

VI.

GENERAL EDUCATION.

overnment Inspection, for 1865-66.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Receipts.							Charges.					Annual cost of educating each pupil.		Remarks.
Proceeds of endowments.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government	
...	...	691 1 9	288 9	...	250 .	2,429 2 6	2,429 2 6	.. ..	2 429 2 6	...	...	20 15	10 5 6	
183 7	...	54	. ...	5 15	... .	1,503 6	1,400	103 6	1,503 6	..	. .	8 5	7 12	
300	.	2	22	18 12 3	61 9 9	704 10	651 8	53 2 ...	704 10	...	... .	11	7 18 12	
. .	. .	15	19 4 3	27 15 9	554 12 3	1,217 3	1,033 8	183 8 3	1,217 2	...	... .	32	5 15 12 7	
.	. .	135 12 3	...	. .	10 . .	289 12 3	281 8 6	..	281 8 6	8 9	.	31 4 6	11	Refunded Rs. 3 3-9.
383 7	...	897 14 ..	329 9	52 11	876 6	6,143 15	5,795 11	340 .	6,135 11 3	8 9	.. .	17 1 3	7 4	
...	...	192	... . .	...	120	612 . ..	512 10 8	27 8 .	540 2 8	71 13 4	.. .	7 4 9	1 10	Refunded Rs-29-14-8.
.	.	260	... .	... .	100 .	720	720	...	720	...	.. ..	15 5 1	7 10 6	
13 14	..	236 8 ...	6 2	14 9 9	...	507 9 9	465 3 6	35 12 .	500 15 6	6 10 3	... .	11 5	6 12 1	
.	..	61 6 8	... .	13 2 3	103 9 4	343 2 3	330	17 1 3	317 1	...	3 15	8 14	1 1 3 8	
.		120 ...	8 9	...	60	368 9	354 8	14 1 ..	368 9	...	...	7 3 9	3 8 5	
..	...	412 8 .	8 9	...	...	781 1	726	8 5 ..	734 5	46 12	... .	13 15 8	6 12 8	
..	..	173 4	3 1	..	8 10	352 3	340 8 ..	8 10 ...	349 2	3 1	.	15 6 10	6 6 11	
..	...	327 12 .	... 4	...	... .	568 ...	544 6	4	548 6	19 15 6	...	12 7	3 5 7 3	
..	. .	295 12	7 2	... .	... ..	542 14	543 8 6	...	543 8 6	...	... 10 6	13 9	4 6	
..	..	324 7 6	7 14	... .	... .	572 5 6	531 13 1	...	534 13 4	37 2	...	10 1	5 1 8	
.	.. ..	174	3 10	.. .	5 ..	349 4 3	339 4 6	5 8 6	344 13	4 7 3	... . .	7 5	4 3 8	
.	..	240	56 4	. .	... .	536 4	479 7 8	.	479 7 8	56 12 4	..	15 15	8 8	
..	.. .	388	32 8	. .	... .	808 8	703 4	...	703 4	105 4	...	23 7	12 14 11	Refunded Rs 75-0 0.
.	..	195 .	42 2	.	291 ...	888 2	815 11 1	57 4 11	873	15 2	.	17 1	10 7 .. 11	
.		180	34 8	19 2 3	116 3 10	529 14 1	456	44 3 10	500 3 10	29 10 3	... .	14 4	8 5 2 ..	
.	..	240 .	26 4	8 3	134 5 6	643 12 6	522 ...	92 5 6	614 5 6	29 7 .		4 5	2 1 11	
13 14		3 820 10 2	236 13	50 1 3	938 12 8	9 1.3 9 4	8,386 15 9	314 12 .	8 701 11 4	426 7 1	4 9 6	..	...	
7 5	.	4 718 8 2	566 6	102 12 3	1,815 2 8	15.267 8 4	14,182 10 9	654 12 3	14 837 7	431 10 10	4 9 6	13 9 1	15 1 4	

N

INSTITUTIONS FO

Private Schools of the Middle Class open

1		2	3	4	5	6	7	8	9	9A	9B	9C	10	11
NAME OF INSTITUTIONS.		Locality.	When Established.	No. of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling Fee.	From Government
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdoo.	Nagri.		
LAHORE CIRCLE.														
1 Church Mission School,		Jundiala, ...	1854, ...	60	9	7	76	61	52	18	46	35	1 A.	480
2 Anglo-Vernacular School,	(Cantonments)	Ferozepoor, ...	15th Jany. 1864, ...	100	19	2	121	100	70	31	71	19	2 A	540
3 Anglo-Vernacular School,	(Cantonments)	Mean Meer, ...	14th May 1865, ...	60	23	1	84	78	67	8	65	9	2 to1 A	220
Elementary English Schools attached to Government Vernacular ones.			Total, ...	220	51	10	281	239	189	57	182	63	...	1,240
DISTRICT.	SCHOOL.													
1 Jullundhur ...	Jullundhur, ...	English Scholars, Anglo-Vernacular do.	1st May 1863, ...	2 ...	28 ...	... .	30 ...	24 ..	30 ...	20 ...	30 ..	. .	...	120
2	Nawa Shahur, ...	English Scholars, Anglo-Vernacular do.	1st July 1864, ...	70 ...	1 ...	1 ..	72 ...	62 .	72 ...	... ...	... ...	. .	...	180
3	Bunga, ...	English Scholars, Anglo-Vernacular do.	10th February 1862,	31 ...	5 ...	7 ..	43 ...	41	43 ...	... ...	... ...	. .	...	180
4 Lahore, ..	Choonia, ...	English Scholars, Anglo-Vernacular do.	1st January 1862,	2 23	.. 3	. 13	2 39	2 35	... 41	... 40	... 98	. .	1 A.	180
5	Shurrukpoor, ...	English Scholars, Anglo-Vernacular do.	1st June 1862, ...	.. 20	1 9	... 3	1 32	1 26	... 33	.. 36	... 69	. .	1 A.	178
6	Kussoor, ...	English Scholars, Anglo-Vernacular do.	1st November 1862,	13 38	2 17	... 3	15 58	9 48	... 73	. 25	.. 72	.. .	1 A	180
7	Baghwanpoor ...	English Scholars, Anglo-Vernacular do.	1st April 1865, ...	... 4	2 22	... 2	2 28	2 27	... 30	.. 27	.. 56	. ..	1 A.	116
8 Amritsur, ...	Raja Sansee, ...	English Scholars. Anglo-Vernacular do.	17th Decr. 1866, ..	6 8	12 14	22 24	40 46	30 42	40 ...	15 ..	46 ...	.. .	1 A.	180
9 Kangra, ...	Soobiana, ...	English Scholars, Anglo-Vernacular do.	1st April 1865, ...	... 26	... 9	... 2	.. 37	.. 30	... 37	.. 5	... 32	. .	1 R. to 4 A.	204
10	Paroh, ...	English Scholars Anglo-Vernacular do.	1st April 1865, ...	.. 37	... ...	... ...	.. 37	.. 30	.. 37	... 8	.. 27	.. ..	Do.	204
11 Montgomery, ...	Montgomery, ...	English Scholars, Anglo-Vernacular do	15th June 1862, ...	... 22	.. 24	...	.. 46	.. 41	... 46	.. 9	... 21	.. ..	...	264
12	Sydwalla, ...	English Scholars, Anglo-Vernacular do.	29th October 1862,...	.. 26	.. 5	... 4	.. 35	... 33	... 35	... 19	... 14	. .	...	155
13 Hoosheerpoor, ...	Onah, ...	English Scholars, Anglo Vernacular do.	1st August 1863, ...	16 13	1 ...	1 5	18 18	11 22	18 18	.. 9	.. 9	... 9	1 A.	192
14	Anundpoor, ...	English Scholars, Anglo Vernacular do.	1st August 1863, ...	6 8	... 2	8 10	14 20	13 19	14 20	... 12	... 17	. 3	1 A	192
15 Goordasspoor, ...	Dera Baba Nanuk,	English Scholars. Anglo-Vernacular do.	1st March 1864, ...	6 40	1 4	.. ..	7 44	6 40	7 41	... 34	... 44	. .	...	174
16	Sree Gobindpoor,	English Scholars, Anglo-Vernacular do.	26th May 1864, ...	8 36	... 3	.. 8	8 47	8 45	8 47	... 7	.. 35	. 20	..	180
		Total of Elementary English Schools		160	53	39	252	209	693	266	570	32	...	2,880
19	Grand Total of Middle Class Schools,			380	104	49	533	448	882	323	752	95	...	4,120

II.—(*Continued.*)

GENERAL EDUCATION.

Government Inspection, for 1865-66.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	Remarks.
Receipts.							Charges.					Annual cost of educating each pupil.		
Proceeds of endowments.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	
...	...	499	55 6 ...	17 6 9	...	1,051 12 9	939 15 .	68 2 6	1,008 1 6	43 11 3	..	16 8 5	7 13 10	
9 .	387 12	..	96 . 3	...	3	1,035 12 3	810 .	28 7 3	838 7 3	197	...	8 6 1	5 6 1	Refunded Rs. 120-12-5.
..	..	987 15 6	50 2	.	...	1,258 1 6	933 10 6	25 15 .	959 9 6	298	.	12 4 10	2 13 1	
9 ...	387 12	1,486 15 6	201 8 3	17 6 9	3 ...	3 315 10 6	2,683 9 6	122 8 9	2 806 2 3	539	..	11 11 10	5 3 ..	
..	...	...	...	...	120	240 ...	150 ..	...	150	90	..	6 4	5 ..	Refunded Rs. 45-0-0.
..	..	180	...	...	...	360 ..	360 ...	...	360	...	...	5 12 10	2 11 5	
..	..	180	...	...	...	360	360	..	360	...	...	8 12 5	4 6 2	
..	...	180	9 3	1 4	...	370 7	360	...	360	10	..	9 11 8	4 13 10	
..	...	178 2	4 12	1 3 6	...	362 3 6	356 4	2 8	358 12	3 7 6	...	13 4 7	6 9 6	
..	...	180	10 10	7 ...	...	377 10	360	...	360	17 10	...	6 5	3 2 6	
..	.	116 5 4	5 3	...	...	237 13 8	232 10 8	2 9	235 3 8	2 10	...	8 1 9	4	2
...	...	180	9 ...	...	...	369	370	10	370	...	1	5 2 2	2 8	
...	...	201	...	...	...	408	360	3	363	45	...	12 1 7	6 12 9	Rs. 45-0-0 refunded.
..	..	264	..	...	...	408	360	3	363	45	..	12 1 7	6 12 9	
..	...	316	10 8	...	...	590 8	580	...	580	10	...	14 2 4	6 7	
..	...	155	4 8	...	...	314 8	310	4 8	314 8	...	..	9 8 5	4 11 1	
...	...	192	...	..	...	384	384	.	384	...	...	11 10 2	5 13 1	
...	...	192	...	...	...	384	384	..	384	...	...	12 ...	6 ..	
...	...	171 11	...	..	...	349 12	349 12	6 7 9	356 3 9	...	6 7 9	7 11 10	3 12 9	
...	...	180	... 12	...	...	360 12	360	11	371	...	10 1	7 ...	3 6 4	
...	...	2,812 5 4	54 8	9 7 6	120	5,876 10 2	5 6.6 10 8	13 9	5,669 11 5	224 10 6	17 11 9	27 2 ..	13 12 6	
9	387 12	4,299 4 10	256 . 3	26 14 3	123	9,222 4 8	8,310 4 2	165 9 6	8,475 13 8	761 2 9	17 11 9	18 14 8	9 3 1	

No

INSTITUTIONS FO

Private Schools of the Middle Class open

1		2	3	4	5	6	7	8	9	9A	9B	9C	10	11
	NAME OF INSTITUTIONS.	Locality.	When Established.	No of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling Fee.	From Government
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdoo.	Nagri.		
	RAWUL PINDI CIRCLE.													
1	Church of Scotland Mission School (Cantonments.)	Sealkote, ...	April 1860, ...	32	39	5	76	54	23	26	38	...	4 to ¼ A	360
2	Church of Scotland Mission School, ...	Wazeerabad, ...	15th Juny. 1863, ...	70	40	..	110	88	27	35	48	...	2 A.	600
3	Amer: Presb: Mission School, (Cantonments,)	Rawul Pindi, ...	1862, ...	77	25	21	123	102	76	26	21	...	2 A.	240
	Elementary English Schools attached to Government Vernacular ones.		Total, ...	179	104	26	309	244	126	87	107	..	...	1,200
	DISTRICT. / SCHOOL.													
1	Goojeranwalla, ... / Bootala, ...	English Scholars, Anglo-Vernacular do.	1st January 1865,...	... 12	... 3	6	... 21	... 21	... 21	.. 21	.. 21	..	1 A	300
2	Ram Nagar, ...	English Scholars, Anglo-Vernacular do.	17th August 1862,...	... 35	... 2	6	... 43	8 19	.. 28	.. 21	... ...	7	2 to 1 A	210
3	Akalgurh, ...	English Scholars, Anglo-Vernacular do.	20th October 1863,...	... 23	... 3	5	... 31	4 20	... 27	.. 7	... 27	.	4 to 2 A	180
4	Sealkote, ... / Pusroor, ...	English Scholars, Anglo-Vernacular do,	1st June 1862, ...	9 17	2 2	.	11 19	10 17	11 19	.. 7	... 19		...	180
5	Duska, ...	English Scholars, Anglo-Vernacular do	1st October 1862, ...	... 17	... ...	3	... 20	.. 20	... 20	.. 9	... 20	.	...	180
6	Zufferwall, ...	English Scholars, Anglo-Vernacular do.	1st November 1862,	... 55	... 9	1	... 65	.. 58	... 65	. 22	... 65	.	...	180
7	Shahpoor, ... / Shahpoor, ...	English Scholars, Anglo-Vernacular do	1st June 1864, ..	16 25	6 14	1 2	23 41	16 32	23 41	... 16	... 41	.	2 to 1 A	300
8	Jhung, ... / Shorekote, ...	English Scholars, Anglo-Vernacular do.	6th February 1865,	34 54	8 17		42 71	38 62	42 42	. 20	.. 71		1 A	180
	Total	of Elementary English Schools, ...		50	16	1	76	76	339	123	261	7		1,7[illegible]
11	Grand Total	of Middle Class	Schools, ...	238	120	27	385	320	465	210	371	7		2,940
	FRONTIER CIRCLE.													
1	Church Mission School, ...	Nowshera, ...	1st July 1861, ...	21	44	1	66	57	16	25	66	..	1 A	360
	ABSTRACT.													
21	Amballa Circle, ...	...	...	428	86	17	531	412	1,091	101	790	286	...	6,667
19	Lahore Circle, ...	...	...	380	104	49	533	448	882	323	752	95	...	4,120
11	Rawul Pindi Circle, ...	...	...	238	120	27	385	320	465	210	371	7	...	2,940
1	Frontier Circle, ...	...	...	21	44	1	66	57	16	25	66	..	...	360
52	Grand Total, ...	...	...	1,067	354	94	1,515	1,267	2,454	959	1,979	388	...	14,087

VI.—(*Concluded.*)

GENERAL EDUCATION.

Government Inspection, for 1865-66.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Receipts.							Charges.					Annual cost of educating each pupil.		Remarks.
Proceeds of endowments.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	
... ...	... ...	365 11 6	25 7 ...	... ...	... ...	751 2 6	729 8 9	21 9 9	751 2 6	... ...	... ...	13 14 6	6 10 8	
... ...	... ...	720 5 ...	35 12 ..	... ...	... ...	1,356 1 ...	1,324 13 ...	31 4 ...	1,356 1	... ...	... ...	15 6 6	6 13 1	
280 11 6	... ...	378 10 ..	69 13 6	... ...	... ..	969 3 ...	900 11 ...	68 8 ..	969 3 ..	... ...	... ...	9 8 ...	2 5 7	
280 11 6	... ...	1,464 10 6	131 ... 6	... ...	... .	3,076 6 6	2,955 ... 9	121 5 9	3,076 6 6	... ...	... ...	12 9 8	4 14 8	
... ...	... ...	300	3 13 ...	... ...	... .	603 13 ...	600	3 13 ..	603 13 ..	... ...	... ...	28 12 ...	14 4 6	
... ...	... ...	240	6 11 ..	... ...	... .	486 11 ...	480	... ...	480	6 11 ..	... ...	17 12 5	8 14 2	
... ...	... ...	180	9 14 ..	... ...	... ...	369 14 ...	369 14 ...	... ...	369 14 ..	... ...	... ...	15 6 7	7 8 ..	
... ...	... ...	180	... .	4 9 9	8	372 9 9	360	12 9 9	372 9 9	... ...	... ...	13 12 9	6 10 8	
... ...	... ...	180	... .	3	3 8 ...	366 8 ...	360	6 8 ...	366 8 ..	... ...	... ...	18 5 2	9	
... ...	... ...	180	.. 8 ...	8	11 8 ...	380	360	19 8 ...	379 8	... 8 ...	... ...	6 8 8	3 1 7	
... ...	... ...	300	10 2 ..	21 5 ...	... .	631 7 ...	600	... .	600 ..	31 7 .	... ...	12 8 ...	6 4 ..	
252	... ...	... .	... .	... ...	... .	432	366	3 6 ..	369 6	62 10	... ...	3 11 1	1 12 9	
252	... ...	1,560	31	36 14 9	23	3,642 14 9	3,495 14 ..	45 12 9	3,541 10 9	101 4	... ...	46 9 7	22 14 3	
532 11 6	... ...	3,024 10 6	162 . 6	36 14 9	23	6,719 5 3	6,450 14 3	167 2 6	6,618 1 3	101 4 .	... .	20 10 10	9 3 ...	
... ...	... ...	360	1 10 ..	... ...	... ..	721 10 ..	957 1 ...	11 15 ...	969 ..	... . .	247 6 ..	17	6 5 ..	
397 5 ..	... ...	4,718 8 2	566 6 .	102 12 3	1,815 2 8	15,267 8 4	14,182 10 9	654 12 3	14,837 7 .	434 10 10	4 9 6	33 9 1	15 1 4	
9	387 12 ..	4,299 4 10	256 ... 3	26 14 3	123	9,222 4 8	8,310 4 2	165 9 6	8,475 13	764 2 9	17 11 9	18 14 8	9 3 1	
532 11 6	... ...	3,024 10 6	162 ... 6	36 14 9	23	6,719 5 3	6,450 14 9	167 2 6	6,618 1	101 4 ...	... ...	20 10 10	9 3 ..	
... ...	... ...	360	1 10 .	... ...	... ...	721 10 ..	957 1 ...	11 15 ...	969 ...	... .	247 6 ..	17	6 5 ..	
929 ... 6	387 12 ..	12,402 7 6	986 ... 9	166 9 3	1,961 2 8	31,930 12 3	29,900 14 8	999 7 7	30,900 5	00 1 7	269 11 3	24 6 2	11 1 10	

No.

INSTITUTIONS FOR

Private Schools of the Lower Class open

1	2	3	4	5	6	7	8	9	9A	9B	9C	10
			Number of pupils on the rolls at the close of the year.					Number of pupils studying each language at the close of the year.				
Name of Institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of Schooling fees.
AMBALLA CIRCLE.												
1 Vernacular School, ...	Loodiana,	1st Oct. 1864,	7	62	1	70	55	...	38	70	...	2 to
LAHORE CIRCLE.												
1 Vernacular School, ...	† Bohutta,	1st May '65,	23	1	...	24	22	...	6	24	...	...
2 Vernacular School, ...	Dharmsala,	1st Augt. '62,	14	...	...	14	7	...	....	...	14	...
			37	1	...	38	29	...	6	24	14	...
3 Total, ...			44	63	1	108	84	...	44	94	14	...

† Closed 16th March 1866.

VI. A.

GENERAL EDUCATION.

Government Inspection, for the year 1865-66

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.								Charges.					Annual cost of educating each pupil.	
From Government	Proceeds of Endowment	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts	Total cost.	Cost to Government.
0 . ..	Nil.	Nil.	120 . .	60 2	Nil	120 ..	480 2	270	34 4 3	304 4 3	175 13 9	Nil	5 8 6	*3 4 4
8 13 11			81 5 11	... . .		... ..	160 3 10	157 11 10	... .	157 11 10	2 8 .		7 2 8	3 9 4
0 ..			60	... .		... . .	120 .	120 .	.. . ..	120	... .. .		17 2 3	8 9 1
8 13 11			141 5 11	.. . .		.. . .	280 3 10	277 11 10		277 11 10	2 8 .		9 9 2	4 12 7
8 13 11			261 5 11	60 2 .		120 ..	760 5 10	547 11 10	34 4 3	582 .. 1	178 5 9		6 14 1	33 12 8

* Rupees 27-13-11 refunded.

No.

INSTITUTIONS FO

Private Schools of the Lower Class (Female Schools) open

1	Name of Institution.	2 Locality.	2A No. of Schools.	3 When established.	4 Number of pupils on the rolls at the close of the year: Hindoos.	5 Mahomedans.	6 Others.	7 Total.	8 Average daily attendance.	9 Number of pupils studying each language at the close of the year: English.	9A Persian.	9B Urdu.	9C Nagri.	10 Monthly rate of Schooling Fee.	11 From Government.
	AMBALLA CIRCLE.														
1	American Pres. Mission Orphanage, ...	Loodiana,	1	1836,	...	...	46	46	46	37	...	44	...	...	612
2	Soc. P. G. Mission School, ...	Dehlie, ...	1	1860,	...	30	...	30	18	..	...	30	...	...	300
3	American Pres. Mission School, ...	Subathoo,	1	1862,	7	4	2	13	11	..	...	4	9	...	180
4	Church Mission School, ...	Kotegurh,	1	1844,	18	...	2	20	20	..	...	...	20	...	120
			4	Total, ...	25	34	50	109	95	37	...	78	29	...	1,212
	LAHORE CIRCLE.														
1	Schools managed by Native Committee,	Lahore, ...	173	April 1863,	991	1,569	...	2,560	2,216	...	1,065	504	991	...	6,688
2	Ditto ditto ditto, ...	Amritsur, ..	288	9th Mar. '63	2,038	1,084	...	3,122	2,520	..	628	456	2,038	...	7,560
3	Church Mission Orphanage, ..	Amritsur, ..	1	1854,	...	...	40	40	34	17	...	40	...	...	312
4	American Presbyterian Mission Christian Girls School, ...	Lahore,	1	1864,	...	...	18	18	9	18	...	14	...	4 Rs.	420
5	Church Mission School, ...	Kangra, ...	1	1860,	35	2	5	42	31	4	...	42	...	...	180
6	Schools managed by Nat. Committee under Deputy Commissioner,* ...	Mooltan, ...	15	1861-65	30	1,068	...	1,098	996	..	...	1 068	30	...	595
7	Ditto Do. Do. ...	Ferozepoor,	5	1861-65,	17	97	...	114	80	..	...	102	17	...	a 150
8	School for Girls of European Parentage.	Lahore, ...	1	1857-58,	...	...	33	33	31	33	...	...	...	4 to 3 R	840 b
9	Schools for Hindoos managed by Native Committee under Dy Commr.,	Jullundur,	64	1st May 1861	1,189	...	...	1,189	1,147	.	...	...	1,189	...	1,440
			549		4,300	3,820	96	8,216	7,064	72	1,693	2,126	4 268	...	17,185
	RAWUL PINDI CIRCLE.														
1	Amer. Pres Mission School, ...	Rawul Pindi	1	1863,	68	...	...	68	50	...	...	...	68	...	96
2	Badee Khem Sing's Schools, ..	Jhelum, ...	51	1863-64,	1,448	...	...	1,448	1,306	...	...	...	1,448	...	1,095
3	Do. Do Do. ...	Rawul Pindee	75	1863-64,	2,380	173	...	2,553	2,237	...	...	173	2,380	...	1,977
4	Schools managed by Native Committee under Deputy Commissioner, ...	Goojranwalla,	110	1st Jany. '65.	93	116	20	229	221	...	113	126	116	...	405
			137		3 989	289	20	4,298	3,814	..	113	299	4,012	...	3 573
	FRONTIER CIRCLE.														
1	Schools managed by Native Committee under Deputy Commissioner, ...	Bunnoo, ...	6	1865-66,	38	18	48	104	90	...	18	18	86	...	240
		Total,	696		8,352	4,161	214	12,727	11,063	109	1,824	2,521	8,392	...	22 210

* Closed from 31st December 1865.

(a)—On further enquiry private income was found to amount only to Rupees 105, hence Rupees 45 have to be refunded to Government on account of excess of grant drawn.

(b)—Rupees 720 of the Government grant were not eventually drawn, and the excess of expenditure over income was met from savings of former months from all sources.

I. B.

NERAL EDUCATION.

vernment Inspection, for 1865-66.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Receipts.							Charges.					Annual cost of educating each pupil.		Remarks.
Local rate of assessment.	Proceeds of endowment.	Subscriptions donations &c.	Fees, Fines, &c.	Sale of Books.	Other sources	Total.	Current.	Extraordinary	Total.	Excess of receipts over charges.	Excess of Charges over receipts.	Total cost.	Cost to Government.	
... ...	1,250	680 6 4	... ...	1 8 .	109 2 9	2,659 1 6	2,535 6 3	183 11 3	2,719 1 6	... ...	60	59 1 9	13 4 10	
... ...	... ...	... ...	... ...	... ...	453 14 4	753 14 4	638 3 8	116 5 .	754 8 8	... ...	... 10 4	41 14 8	16 10 7	
... ...	... ...	8	... ...	... .	179 14 9	367 14 9	339 3 3	28 11 6	367 14 9	... ...	... ...	33 7 2	16 5 9	
... ...	120	80	... ...	... ...	... ...	320	270	50	320	... ...	... ...	16	6	
... ...	1,370	774 6 9	... ...	1 8	742 15 10	4,100 14 7	3,782 13 2	378 11 9	4,161 8 11	... .	60 10 4	... ...	... ...	
... ...	1,961 ... 3	... ...	... 8 ...	... 13 3	406 12 ...	8,057 1 6	9,010 1 11	1,005 12 9	10,015 14 8	... ...	1958 13 2	4 8 3	2 9 ...	
... ...	1,000	2,079 15 9	... ...	... .	222 13 9	10,962 13 6	9,549	1,635 13 6	11,184 13 6	... .	222	4 ... 9	3	
... ...	... ...	1,128	... ...	... ...	... ...	1,440	1,440	... ...	1,440	... ...	... ...	42 5 8	9 2 9	
... ...	... ...	600	... ...	... . .	... ...	1,020	353 11 ...	504 8 ...	858 3 ...	161 13 ...	... ...	95 5 8	46 10 8	
... ...	... ...	199 14 9	... ...	... . .	... ...	379 14 9	366	75 14 9	441 14 9	... .	62	14 4 1	5 13 ...	
... ...	... ...	595 15 9	... ...	... ...	... ...	1,191 15 6	1,191 15 6	... ...	1,191 15 6	... ...	... ...	1 3 2	... 9 7	
... ...	... ...	105	... ...	... ...	188 15 ...	443 15 ...	306	38 9 ...	344 9 ...	99 6 ...	... ...	4 4 9	1 14 ...	
... ...	... . .	150	859	... ...	... ...	1,849	1,326 ...	417 8 ...	1,743 8 ...	105 8 .	... ...	56 4 ...	27 1 7	
... ...	... ...	1,622 4 ...	... ...	... ...	... ...	3,062 4 ...	3,000	... .	3,000	62 4 ...	... ...	2 9 10	1 4 ...	
... ...	3,061 ... 3	6,481 2 3	859 8 ...	... 13 3	818 8 9	28,407 ... 3	26,542 12 5	3,678 2 ...	30,220 14 5	428 15 ...	2242 13 2	... ...	... . .	
... ...	... ...	120 14 6	... ...	... . .	... . .	216 14 6	208 11 ...	8 3 6	216 14 6	... ...	... ...	4 5 4	1 14 8	
... ...	... ...	... ...	... ...	... ...	... ...	1,936	1,936	... ...	1,936	... ...	... ...	1 7 8	... 13 4	
720	... .	... ...	... ...	... . .	... ...	3,697	3,697	... .	3,697	... .	... ...	1 10 5	... 14 1	
... ...	... ...	405	... ...	... ...	... ...	810	795 ...	... ...	795	15	... ...	3 9 6	1 13 4	Excess of Govt. grant over half total expenditure Rs. 7-8 to be refunded.
561	... ...	525 14 6	... ...	... . .	... ...	6,659 14 6	6,636 11 ...	8 3 6	6,644 14 6	15	... ...	... ...	... ...	
328 8 ...	... ...	... ...	... ...	... ...	... ...	568 8 ...	568 8 ...	... ...	568 8 .	... ...	... ...	6 5 .	2 10 8	
889 8 ...	4,431 ... 3	7,781 7 6	859 8 ...	2 5 3	1,561 8 7	39,736 5 4	37,530 12 7	4,065 1 3	41,595 13 10	443 15 ...	2303 7 6	3 12 2	2	

No.

GOVERNMENT INSTITUTIONS FOR SPECIAL

(Including Normal

1	2	3	4	5	6	7	8	9	9A	9B	9C	10
Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance	Number of pupils studying each language at the close of the year.				Monthly rate of Schooling
			Hindoos.	Mahomedans.	Others.	Total.		Persian.	Urdu.	English.	Nagri.	
NORMAL SCHOOLS.	**AMBALLA CIRCLE.**											
	1 Dehlie, ...	17th April '59	51	43	...	94	84	42	94	35	17	
	LAHORE CIRCLE											
	1 Lahore, ...	27th May '56	21	60	8	89	76	89	89	41	..	.
	2 Mooltan, ...	1st July '59.	1	10	...	11	13	11	11	...	...	..
	3 Hooshiarpoor, ...	1st July '59	7	9	...	16	14	16	16	...	...	.
			29	79	8	116	103	116	116	41	.	
	RAWUL PINDEE CIRCLE.											
	1 Rawul Pindee, ...	10th Nov. '57	20	30	7	57	55	57	57	...	..	.
	FRONTIER CIRCLE.											
	1 Dera Ishmael Khan, ...	1st Jany. '60,	2	13	...	15	13	15	15	...	...	..
	2 Peshawur, ...	22nd June '60	...	12	...	12	11	12	12	...	..	...
			2	25	...	27	27	27	27	...	.	
7	GRAND TOTAL, ...		102	177	15	294	269	212	294	79	17	...

VII.

OR PROFESSIONAL EDUCATION.

Schools) for the year 1865-66.

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.								Charges.					*Annual cost of educating each pupil.*	
From Government.	Local rate of assessment.	Proceeds of Endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges	Excess of Charges over Receipts.	Total cost.	Cost to Government.
,107	5,254	*Nil.*	*Nil*	10 7 7	*Nil.*	*Nil.*	10,371 7 7	10,014 . .	357 7 7	10,371 7 7	*Nil.*	*Nil.*	123 7 6	60 12 9
,675 ... 8	5,984 11 8			4			12,663 12 4	12,344 11 8	319 ... 8	12,663 12 4			166 10 1	87 13 3
22 2 7	300			5 10 ...			327 12 7	300	27 12 7	327 12 7			23 3 5	1 11 3
46 2 3	300			2 8 ..			348 10 3	300	48 10 3	348 10 3			24 3 ..	3 4 9
,743 5 6	6,584 11 8			12 2 ...			13,340 3 2	12,944 11 8	395 7 6	13,340 3 2			75 1 9	65 7 6
,619 14 9	2,470 .. 7			41			4,130 15 4	3,910 . 7	220 14 9	4,130 15 4			75 1 9	29 7 3
,206	902			... ...			2,108	1,982	126	2,108			162 2 6	92 12 4
,611	860			6			1,477	1,460	17	1,477			105 8 ..	43 10 3
,817	1,762			6			3,585 .. .	3,442	143	3,585			132 12 5	67 4 9
,287 4 3	16,070 12 2			69 9 7			31,427 10 1	30,310 12 3	1,116 13 10	31,427 10 1			116 13 3	56 13 8

No.

PRIVATE INSTITUTIONS FOR SPECIAL

Including Normal

1	2	3	4	5	6	7	8	9	9A	9B	9C	01	11
Name of Institution.	Locality	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of Schooling fee.	From Government.
			Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.		
AMBALLA CIRCLE													
1 Female Normal School S P. G.	Dehlie,	1st Octr. '65	13	27	...	40	28	..	8	27	13	...	900
LAHORE CIRCLE													
1 Female Normal School managed by Native Committee, ...	Lahore,	Jan. 1865.	8	8	...	16	16	..	4	4	8	...	600
2 Female Normal School managed by Native Committee, ..	Amritsar	1st May '65	19	5	...	24	24	..	...	5	19	...	600
			27	13	...	40	40	.	4	9	72	...	1,200
		Total,	40	40	...	80	68	...	12	36	40	...	2,100

VIII.

R PROFESSIONAL EDUCATION.

chool for the year 1865-66.

12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.							Charges.					Annual cost of educating each pupil.	
Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
...	...				1,483 5 3	2,383 5 3	1,756 12 3	343 6 7	2,100 2 10	283 2 5		75 .. .	32 2 8
760	11	Nil.	Nil.	Nil.	...	1,360 . 11	856 3 1	142 13	999 . 11	361 .	Nil.	62 7 .	27 8 ..
600					259 10 9	1,159 10 9	1,077 1	79 4 3	1,156 5 3	303 5 6		48 2 10	25 . ...
360 .	11				259 10 9	2 819 11 8	1,933 4 11	222 1 3	2,155 6 2	661 5 6		53 14 1	30 ... ..
1,300	11				1,713	5,203 11	3,690 1 2	565 7 10	4,255 9 ..	947 7 11		62 9 3	30 14 1

STATEMENT No. IX.

ABSTRACT of attendance at the Government and Private Institutions, for the year 1865-66.

		Number attending Colleges.	Number attending Superior Schools.	Number attending Inferior Schools.	TOTAL.	REMARKS.
GENERAL EDUCATION,	Government,	36	8,140	(a.) 74,206	82,382	Town Schools, 6,999 Village Schools, 55,593 Female Schools, 6,834 Jail Schools, 4,780 (a.) 74,206
	Private, ...	15	5,297	(b) 14,350	19,662	
SPECIAL EDUCATION,	Government,	...	294	...	294	Private Middle Class Schools, 1,375 ,, Inferior ditto, 108 ,, Female Schools, 12,727 (b.) 14,350
	Private, ...	...	80	...	10	
TOTAL, ...		51	13,811	88,556	1,02,418	

STATEMENT No. X.

Abstract of Receipts and Charges at the Government and Private Institutions, during the year 1865-66.

		Receipts.				Charges.			
		Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.
General Education,	Government,	35,244 3 4	1,51,682 15 3	(a) 2,30,412 1 8	4,17,339 4 3	35,244 3 4	1,51,682 15 3	(c) 2,30,337 1 8	4,17,264 4 3
	Private, ...	4,200	1,46,900 13 3	(b) 72,427 7 5	2,23,528 4 8	4,200	1,33,668 . 4	(d) 73,078 3 10	2,10,946 4 2
Special Education,	Government,	... .	31,427 10 1	... .	31,427 10 1	... . .	31,427 10 1	... .	31,427 10 1
	Private, ...	... .	5,203 .. 11	... . ..	5,203 . 11	... . .	4,255 9 .	... .	4,255 9 .
Total, ...		39,444 3 4	3,35,214 7 6	3,02,839 9 1	6,77,498 3 11	39,444 3 4	3,21,034 2 8	3,03,415 5 6	6,63,893 11 6

REMARKS.

RECEIPTS.

Town Schools, ... 32 004-3--11
Village Schools, ... 1,71,440-15--2
Female Schools, ... 24,180-14-10
Jail Schools, ... 2,785-15--9

(a) 2,30,412--1--8

Private Middle class Schools, } 31,930-12--3
Private Inferior Schools, 760--5-10
" Female Schools, 39,736--5--4

(b) 72,427--7--5

CHARGES.

Town Schools, ... 32,004--3-11
Village Schools, ... 1,71,365-15--2
Female Schools, ... 24,180-14-10
Jail Schools, ... 2,785-15--9

(c) 2,30,337--1--8

Private Middle class Schools, } 30,900--5-11
Private Inferior Schools, 582--0--1
" Female Schools, 41,595-13-10

(d) 73,078--3-10

STATEMENT No. XI

ABSTRACT of Grants-in-Aid received by Private Institutions, during the year 1865-66.

	Colleges.			Superior Schools.			Inferior Schools.			TOTAL.			REMARKS.		
General Education, ...	447	5	3	(b.) 68,450	15	10	(c.) 25,419	5	8	94,317	10	9	(a) From Imperial Revenue,	93,528-2 9	96,417-10-9
													Educational Cess Fund,	2,889-8-0	
Special Education, ...	...	...	...	2,100	...	...	...	...	...	2,100	...		(b) Middle Class Schools,	14,087-11-7	68,450-15-10
													Schools of Higher Class,	54,363--4-3	
													(c) Schools of Lower class,	318-13-11	
													Female Schools,	22,210-15--9	From Imperial Revenue.
													Ditto ditto,	2,889--8--0	„ Educational Cess Fund.
														25,419--5--8	
TOTAL, ...	...	...	...	...			...	...	...	(a) 96,417	10	9			

No. XII.

Progressive Statement of attendance and cost of educating at each Institution, for the last five years.

	1861-62.				1862-63.				1863-64.				1864-65.				1865-66.			
	Average attendance.	Total Cost.		Cost of each pupil's Education.	Average attendance.	Total Cost.		Cost of each pupil's Education.	Average attendance.	Total Cost.		Cost of each pupil's Education.	Average attendance.	Total Cost.		Cost of each pupil's Education.	Average attendance.	Total Cost.		Cost of each pupil's Education.
Government College, Lahore, ...	.	...	.	...	...	...	..	...	7	2,780	10 3	397	3 9	7	16,062	15 2	2,294	11 4	8	18,809	15 4	2,351	4 ..
Ditto ditto Delhie, ...	...	...	. .	...	...	...	..	...	...	...	. ..	...	. .	14	14,281	9 10	1,020	1 10	21	16,434	4 .	782	9 4
NORMAL SCHOOLS.																								
Delhie, ...	59	5,913	12 9	100	3 9	64	6,481	8 10	100	4 5	93	9,741	14 3	104	12 .	87	7,937	. .	91	3 8	84	10,371	7 7	123	7 6
Lahore, ...	68	8,488	15 8	124	13 5	62	6,630	5 4	106	15 1	70	9,499	4 6	135	9 2	73	11,437	1 9	156	10 9	76	12,663	12 4	168	10 1
Mooltan, ...	25	2,377	4 2	95	1 5	20	2,105	11 6	105	4 7	22	2,862	6 6	130	1 9	18	1,655	10 5	91	15 8	13	327	12 7	23	3 5
Hooshiarpoor, ...	...	...	. .	...	. .	..	...	. .	...	. .	...	...	.	..	. .	34	4,005	13 .	117	13 1	14	348	10 3	24	3 ..
Rawul Pindee, ...	64	5,682	2 .	88	12 6	50	4,329	12 2	66	9 6	43	4,026	5 7	93	10	50	5,427	10 3	108	8 10	55	4,130	15 4	75	1 9
Dera Ismael Khan, ...	18	2,155	6 3	119	11 11	16	1,840	6 1	115	.. 6	14	1,744	.	124	9 2	20	1,714	...	85	11 2	13	2,108	. .	162	2 6
Peshawur, ...	15	1,960	10 10	130	4 3	14	1,855	2 8	132	9 4	12	1,706	7 2	142	3 3	15	1,979	.	131	14 11	14	1,477	. .	105	8 ...
ZILLAH SCHOOLS.																								
Delhie, ...	179	12,186	5 .	43	10 10	282	14,581	13 7	51	14 9	845	20,619	11 9	24	6 5	1,072	23,522	13 .	21	15 2	1,014	28,180	1 .	27	12 8
Rewaree, ..	...	...	... ..	...	... .	...	...	. ...	...	.. .	250	3,036	8 6	12	2 4	391	4 200	13 .	10	11 6	341	4,063	. .	11	15 7
Simlah, ...	62	2,796	1 ..	45	1 7	53	2,563	2 3	48	5 9	62	3,237	9 .	52	3 6	83	3 560	.	42	14 3	157	3,576	14 .	22	12 6
Jugadhree, ...	...	...	.	...	. .	...	...	. ..	...	.. .	75	2,513	14	33	8 3	325	3,131	2 .	9	10 4	337	3,991	8 .	11	13 6
Kurnal, ..	38	1,681	10 8	44	4 1	54	2,188	13 .	40	8 6	98	2,561	12 3	26	2 3	194	3,379	1 .	17	5 .	221	3,287	15 9	14	14 1
Rohtuck, ..	55	2,337	5 2	42	6 6	74	2,630	14	35	8 10	142	3,129	5 9	22	. 7	318	3,739	.	11	12 2	283	3,805	3	13	7 2
Bhewanee, ...	...	...	.. .	...	.	...	...	.	...	.. .	...	...	.	...	.	412	2,575	6 6	6	4 .	434	3,631	3 6	8	5 10
Jhujjur, ...	62	1,489	7 ..	24	. 4	78	1,639	13 .	21	.. 4	99	1,959	11	19	12 8	122	1,893	13	15	8 4	258	2,478	1 .	11	11 11
Lahore, ...	92	14,912	. .	109	10 4	121	14,939	.	121	7 5	266	16 814	15 8	63	3 5	545	19,179	3 .	35	5 1	588	19,226	. 5	32	4 4
Umritsur, ...	129	8 978	11 2	69	9 8	148	9,164	14 .	61	14 9	166	10,421	1 1	62	12 5	901	16 085	6 6	17	13 8	895	18,307	1 2	20	7 3
Hooshiarpoor, ..	74	3,302	7 6	44	10 1	106	3,832	11 .	36	2 6	101	4 306	7 .	42	10 4	91	4,716	1 9	51	13 2	288	6,395	6 1	22	3 4
Mooltan, ...	74	3,797	12 3	51	5 2	71	4,412	. .	62	14 9	66	5,021	13 .	76	1 5	96	5 996	3 .	62	7 4	159	8,565	15 6	53	14 ..
Buttalla, ...	136	2,816	5 .	28	12 3	93	2,798	8 .	30	1 6	103	3,511	3	34	1 5	88	3,621	... ..	41	2 4	156	4,228	10 3	27	1 8
Noorpoor, ...	...	...	... .	...	... .	...	...	... ..	...	... .	...	...	.	...	... ..	103	1,499	4 ..	14	8 11	141	3,486	3 3	24	11 8

STATEMENT No. XII.—(*Continued.*)

	1861-62.			1862-63			1863-64.			1864-65.			1865-66.		
	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.
ZILLAH SCHOOLS — *Continued.*															
Ferozepore, ...	74	3 557 1 4	48 1 1	110	3,583 3 6	32 9 2	102	3,810 15 ...	37 5 10	196	4,140 3 9	21 2 .	205	4.325 1 3	21 1 7
Rahoon, ...	72	1,567 12 9	21 12 5	69	1,467 4	21 4 3	69	1,728 11 9	25 10 ..	92	2,035 7 3	22 2 .	183	2,342 6 .	12 12 10
Goojrat, ...	86	3.355 11 8	39 ... 3	113	3,799 3 8	33 9 11	116	3,379 12 7	29 2 2	198	7.222 13 6	36 7 8	236	7.443 12 11	31 8 8
Goojranwalla, ...	110	2,800 14 ...	25 7 5	115	2,906 9 ...	25 4 5	256	2,337 7 ..	9 2 1	151	4,970 8 9	32 14 7	157	4.997 5 1	31 5 2
Bhera, ...	...	... . .	... .	...	... . .	... . .	...	... . ..	... .	97	2,325 14 3	23 15 8	108	2.994 7 9	27 11 8
Sealkote, ...	59	2,024 6 .	36 .. 11	67	2,492 6 .	37 3 2	61	2,476 5 9	40 9 6	78	2,908 12 4	37 4 8	74	3,573 5 3	48 4 7
Jhung, ...	105	1,903 . .	18 2 .	71	2,597 10 .	36 9 5	94	2,440 7 1	25 15 5	104	3,134 11 3	30 2 3	129	3,593 13 6	27 2 ..
Dera Ghazee Khan, ..	81	1.800 5 5	22 3 7	82	2,205 . 8	26 14 10	99	2,669 6 ...	26 15 4	91	3,247 10 ..	25 11 .	132	3,561 . 6	26 15 8
Peshawur, ...	...	... . .	... .	...	... . .	... .	...	... . ..	.. . .	...	... .. .	. .	151	3,716 5 7	40 6 4
Abbottabad, ...	28	735	26 4 .	54	1,480 6 .	27 6 8	43	1,590 . ..	32 2 ..	73	1.780 14 9	24 7 8	82	2,002 2 6	29 3
TOWN SCHOOLS.															
AMBALLA CIRCLE.															
AMBALLA, ... Shahabad, ...	...	... . .	... .	...	... .	... .	55	458 6 .	8 5 2	70	477 12 ...	6 13 2	58	469 3 .	8 1 5
Ladwa, ...	...	... .	... . .	...	... . .	... .. .	...	... . .	... .	55	326 8 ...	5 14 1	49	279 1 .	5 11 1
Ladour, ..	...	.. .	... . .	...	... .	... .	...	... .	... .	50	215 11 ..	4 5 .	54	184 13	3 0 9
Thaneysur, ...	...	... . .	... . .	...	... . .	... . .	...	... . ..	... .	94	513 ...	5 7 2	127	517 3 .	4 1 2
Sadhowra, ..	38	493 1 8	12 15 7	53	409 .. .	7 11 9	78	532 6 ...	6 13 2	84	315 11 6	6 2 3	87	583 6	6 11 3
Boorya, ...	..	... ...	... . .	...	... . .	... . ..	67	365 5 .	5 7 3	150	357 13 .	2 6 2	55	320 14 .	5 13 4
Munee Majra, ...	...	... ...	... . .	...	... . .	... . ..	...	... .	... . .	112	470 6 ...	4 2 6	81	329 15 .	4 1 2
Roopur, ...	...	... . ..	... . .	...	... . .	... . ..	. .	... . .	... .	75	229 8 ...	3 1	183	542 4 .	2 15 5
LOODIANA, ... Jugraon, ...	47	424 15 4	9 . 9	64	501 6 .	7 13 4	93	584 9 ..	6 4 6	105	617 3 ...	5 14 1	195	837 15 3	4 4 9
Raikote, ...	...	... . .	... .	...	.. ..	... . .	...	... .	... . .	95	368 7 .	3 14 1	101	528 10 9	5 2 2
Goojerwal, ...	...	... ...	... .	...	... ...	... . .	...	... .. .	... ...	...	... .	... .	53	213 7 6	4 ... 4
Wahurroo, ...	...	... . ..	... . .	...	... .	... . ..	...	.. . .	.. . .	...	... . .	... .	56	244 1 .	4 5 9
DELHIE, ... Nujufgurh, ..	...	... . .	... . .	...	... . .	... .. .	81	415 8 3	5 3 1	90	475 . .	5 4 5	86	504 3 ..	5 13 10
Arab Serai, ...	...	... .	... . .	...	... .. .	... .	52	385 13 .	7 6 9	64	513 . .	8 ... 3	63	578 . .	9 2 10
Bullubgurh, ..	...	.. . .	... . .	...	... . .	... . .	...	... .	... . .	59	392 9 .	6 10 4	62	378 6	6 1 8
Furidabad, ..	...	. . . .	... . .	...	... ..	...	...	... . .	...	83	440 15	5 5	77	615 7 6	7 15 11
Mehrowlee, ...	...	.. . .	... . .	...	... . .	...	...	... . .	...	46	362 12	7 14 2	60	331 10	5 8 5
Seonput	48	325 2 8	6 12 5	56	240 14 .	4 1 8	65	378 2 6	5 13 1	60	429 4 6	7 2 5	70	439	6 4 4

STATEMENT No. XII.—(*Continued.*)

		1861-62.			1862-63.			1863-64.			1864-65.			1865-66.		
		Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.
AMBALLA CIRCLE.—(*Continued*)																
GOORGAON, ...	Goorgaon, ...	...	...	...	...	...	...	62	353 13 3	5 11 4	55	445 3	8 1 6	53	442 4 6	8 5 6
	Sohna, ...	...	...	...	...	...	...	60	239 13 .	3 15 11	63	458 5 .	7 4 5	80	344 10 6	4 4 11
	Furrukhnagur,	...	...	...	...	...	...	...	...	...	69	396 13 .	5 12 .	94	373 12 .	3 15 7
	Ferozepore, ...	...	...	...	...	...	...	60	528 13 6	8 13 .	72	631 13	8 12 5	81	655 14 ...	8 1 7
	Pulwul, ...	...	...	...	...	...	...	...	...	...	148	548 9 .	3 11 4	249	901 4 9	3 9 11
KURNAL, ...	Kaithul, ...	99	363 12 .	3 10 9	85	402 15	4 11 10	78	424 2 ..	5 7 .	102	623 1 .	6 1 9	105	575 . .	5 7 7
	Poondri, ...	...	...	...	...	...	...	62	271 6 .	4 5 10	77	374 9 .	4 13 10	99	330 11 .	3 5 4
HISSAR, ...	Hissar, ...	...	...	...	..	...	...	...	...	...	58	662 2 9	11 6 8	68	455 5 .	6 11 2
	Hansee, ...	83	324 8 11	3 14 7	70	491 10 4	7 5 5	60	348 7 9	5 12 11	65	433 7 9	6 10 8	57	472 4 .	8 4 7
ROHTUCK, ...	Meheni, ...	...	...	...	41	160 15 4	3 14 10	53	326 8 10	6 2 1	40	416 13	10 6 9	52	434 1 9	7 14 3
	Gohana, ...	45	316 8 .	7 . 4	41	300 14 4	7 5 5	85	525 1	6 2 10	92	592 1 .	6 7 .	86	470 1 3	5 7 5
	Bahadurgurh,	40	262 12 1	6 9 1	39	237 4 9	6 1 4	59	321 8 3	5 7 2	85	613 6 6	7 3 6	88	522 6 9	5 15 ...
SIRSA, ...	Sirsa, ...	61	350 14 .	3 12	75	350 7 ..	4 10 9	71	345 3 .	4 13 9	72	473 1 .	6 9 2	60	578 10 ...	9 10 4
LAHORE CIRCLE.																
JULLUNDHRE, ...	Bustee Shiekh,	...	...	...	90	146 5 4	1 10 .	72	193 10 6	2 11 .	69	207 5	3 1	65	351 . .	5 6 5
	Nawashahir, ..	150	748 2 0	4 15 10	129	743 14 11	5 12 3	106	677 2 9	5 13 5	103	663 12	5 13 2	105	749 12 .	7 2 3
	Bunga, ...	...	...	...	80	243 6	4 4 8	75	351 9	4 11	75	336 5	4 6 11	88	435 3 ..	4 15 2
	Nakodur, ...	187	480 5 3	2 9 1	177	524 15 6	2 15 5	143	483 14 11	3 6 2	119	501 .	4 3 5	140	400 7	2 13 9
	Pillour, ...	90	420 8 5	4 . 9	59	431 14 7	7 5 2	57	433 1 5	7 9 7	58	405 5	6 15 10	74	373 4 .	5 8
HOSHYARPORE,	Hurrianah, ...	109	523 3	4 12 10	102	531 4 6	5 3 4	121	598 8 7	4 13 2	24	606 4 ...	4 [illegible] 6	120	597 7 .	4 15 8
	Doosooha, ...	70	467 12 3	6 10 11	68	415 7 3	4 10 .	67	434 2 2	6 7 8	71	533 4 .	7 9 11	80	550 11 .	6 14 3
	Ormaram ...	...	...	...	61	170	2 12 7	62	250 13 5	4 9	59	396 11	6 11 7	62	348 7 ..	5 9 11
	Gurhshunkur, ..	101	376 2 2	3 11 7	96	363 ...	3 12 8	94	420 10 ...	4 7 7	85	487 8	5 11 9	85	478 10 .	5 10 1
	Onah, ...	58	414 3 9	7 2 3	73	362 4 .	4 15 5	94	489 3 7	5 3 3	78	538 6 .	6 14 4	81	517 2 1	6 6 2
KANGRA, ...	Jowala Mookhee,	57	741 15 5	13 . 3	68	503 11 ..	7 6 6	37	481 14 .	13 6 5	58	518 .	9 7 2	68	577 5 3	8 7 10
	Soojanpore, ...	...	...	...	...	...	...	...	...	...	...	..	...	131	609 4 6	4 10 5
AMRITSUR, ...	Varowal, ...	...	...	...	...	...	...	...	...	...	52	305 .	5 13 10	65	283 11 3	4 5 7
GOORDASPORE, ...	Kalanour, ...	...	...	...	80	175 9 2	2 3 1	82	365 6 5	4 7 4	100	346 6 ...	3 7 5	75	389 3 9	5 3 ...
	Dera Nanuck,	...	...	...	..	..	...	93	426 6 9	4 9 4	100	465 5	4 10 4	85	483 3 11	5 10 9
	Deenanugur, ...	34	388 9 3	11 6 10	62	387 12 .	6 4 1	105	412 6 3	3 14 10	116	328 5 .	2 13 3	85	410 12 9	4 13 4

STATEMENT No. XII.—(*Continued.*)

		1861-62.			1862 63.			1863-64.			1864-65.			1865 66.		
		Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.
LAHORE CIRCLE.—*Continued.*																
LAHORE, ...	Kussoor, ...	50	427 14 ..	8 8 11	88	508 8 10	7 7 8	75	462 12 ...	6 2 9	79	476 3 2	6 . 5	75	451 2 7	6 ... 3
	Choonean, ...	83	653 9 .	7 14 .	100	487 2 10	3 13 11	83	476 2 ...	5 11 9	74	499 8 11	6 11 11	83	584 13 3	7 . 7
	Shurukpoor, ...	49	384 8 4	7 13 7	53	403 4 .	7 13 7	47	382 12 ...	8 2 4	44	389 15 3	8 13 10	58	384 . ..	6 10 2
	Puttee, ...	...	... . .	... .	95	160 5 9	1 11 .	98	151 3 ...	1 8 8	85	370 10 9	4 5 9	78	319 2 .	4 7 7
	Bughbanpoor, ...	...	... . .	... . .	51	129 12 4	2 8 9	51	147 6 ..	2 14 5	51	150 12 .	2 15 4	54	170 15 9	3 2 8
FEROZEPOOR, ...	Zeera, ...	46	433 14 6	9 6 11	62	452 3 .	7 4 8	67	496 12 ...	7 6 8	67	550 12 9	8 3 6	66	611 15 5	9 6 4
	Dhurmkote, ...	...	... .	... .	...	... . .	... .	61	408 . .	6 11 .	66	421 9 9	6 6 3	73	447 .. 9	6 2 ..
	Moga, ...	52	371 13 6	7 2 5	60	421 2 .	7 . 4	59	494 15 ..	8 6 3	52	574 3 5	11 . 8	56	381 10 8	6 13 1
MONTGOMERY, ...	Kote Kamalia, ...	...	... . .	... ..	...	... . .	... .	46	248 9 ...	5 6 6	80	371 13 .	4 10 4	90	358 7 .	3 15 9
	Syudwalla, ...	25	210 2 ..	8 6 6	52	263 4 4	5 . 11	56	374 7 ..	6 10 11	49	332 14 .	6 12 8	53	350 3 .	6 9 9
RAWUL PINDEE CIRCLE.																
RAWUL PINDEE,	Kulur, ...	...	... . ..	... .. .	...	... . .	... .	...	... . .	... .	64	333 11 6	5 3 5	70	323 4 6	4 9 11
JHELUM, ...	Rohtas, ...	...	... . .	... . .	...	... ..	... .	65	310 14 6	4 12 6	59	309 6 3	5 3 11	72	305	4 3 11
	Chukowal, ...	56	369 13 8	6 9 8	85	414 2 .	4 13 11	85	397 8 6	4 10 9	75	503 12 ..	6 11 4	83	436 15 9	5 4 3
GOOJRAT, ...	Koonja, ...	74	464 6 4	6 4 9	80	408 2 11	5 1 8	85	567 10 .	6 10 11	85	490 10 ...	5 12 5	76	448 4 .	5 14 4
	Dingha. ...	61	252 14 10	4 2 4	75	243 7 6	3 14 7	76	326 13 .	4 4 10	63	337 10 ...	5 5 9	59	362 11 9	6 2 4
SEALKOTE, ...	Duska, ...	62	404 13 11	6 8 6	60	351 . .	5 13 7	62	320 4 .	5 2 8	49	255 3 6	5 3 4	46	383 15 3	8 5 7
	Pusroor, ...	62	404 13 11	6 8 6	47	153 6 .	3 4 3	42	316 6 .	7 8 6	67	315 10 ...	4 11 5	73	463 8 .	6 5 7
	Zufferwal, ...	79	388 13 3	4 14 9	73	407	5 9 2	66	405 9 ..	6 2 4	99	379 12 ...	3 13 5	120	475 5 .	3 15 5
GOOJRANWALLA,	Goojranwalla, ...	...	... . .	... .. .	...	... ...	... . .	...	... . .	... . .	...	.. . ...	... . .	97	640 . 6	6 9 7
	Hafizabad, ...	80	359 11 1	4 ... 8	102	400 7 8	3 14 .	106	437 15 6	4 3 .	105	410 1 ..	4 3 1	95	474 12 3	5 .. ...
	Pindi Bhuttian,	...	... . .	... .	...	... .	... . .	...	... .	... .	48	244 2 .	5 1 5	41	309 13 9	7 8 11
JHUNG, ...	Megyana, ...	56	362 11 1	6 7 8	65	320 11 11	4 12 11	85	324 2 6	3 13	74	403 14 ..	5 7 4	93	378 2 6	4 1 1
MOOZUFFERGURH,	Kote Odoo, ...	49	331 4 4	6 12 4	50	342 7 4	6 13 7	54	392	7 4 2	79	704 11	8 12 7	112	526 .	4 11 2
DERA G. KHAN.	Jampoor. ...	39	277	7 1 8	41	312	7 1 5	33	366 8 6	11 1 9	72	317 8	4 6 7	51	377	7 6 3

STATEMENT No. XII.—(*Concluded*)

	1861-62.			1862 63.			1863-64			1864-65.			1865 66.		
	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.
GRANT-IN-AID SCHOOLS															
Lahore Mission College, ...	...	...	...	...	...	...	...	...	...	...	...	...	12	1,200	350
Bishop of Calcutta's Public School for Europeans at Jutogh, ...	...	...	...	...	...	...	45	11,399 13 9	253 5 3	63	17,429 15 1	276 10 7	61	26,018 10 .	406 8 7
Saint Stephen's College at Delhie,	200	6,419 3 9	32 1 9	188	6,360 . ..	33 13 3	340	9,947 13 3	29 4 2	295	9,683 13 2	32 13 .	271	10,676 4 3	39 6 4
American Pres. Mission School, Loodiana, ...	230	3,383 1 10	14 11 6	217	3,274 9 5	15 1 5	269	4,351 5 9	16 2 10	304	3,871 2 8	12 11 9	289	5,121 14 6	17 11 6
Ditto ditto ditto, Amballa,...	86	2,445 3 .	28 1 8	73	2,412 .	33 . 8	78	2 591 9 3	33 3 10	170	3,181 . 3	18 11 4	227	3,129 6 9	13 12 6
Ditto ditto. ditto, Lahore, ...	430	7,362 5 10	17 1 11	383	8,155 8 9	21 4 8	411	9,739 11 2	23 11 2	1,016	12,217 14 3	13 8 8	1,261	14,022 11 9	11 1 11
Church Mission School, Umritsur,	138	3,858 5 6	27 15 2	127	3,655 7 1	28 13 4	150	6,889 4 3	45 14 10	151	7,514 4 9	53 3 6	141	7,512 12 3	53 4 6
American Pres. Mission School, Jullundher, ...	206	2,966 8 ..	14 5 6	225	3,473 . .	11 11 8	130	3,640 1 6	15 13 2	290	4 693 4 9	15 14 10	318	5,607 12 .	17 10 1
Adult English School, Lahore, ...	47	812 5 8	17 4 6	49	1,104 . ..	22 8 5	43	704 12 .	16 6 3	43	620 .	14 6 8	43	694 6	16 2 5
High School for boys of European parentage, Lahore, ...	...	...	...	21	29,521 11 8	1,396 3 9	28	3,950 . 5	141 1 2	23	3,872 10 6	168 6 .	21	3,066 7 9	146 4
Mission Adult English School Lahore, ...	...	...	...	82	600 . .	7 5	85	614 .	7 3 7	62	690 . .	10 1 3	80	707 7	8 13 5
Church Mission School, Kangra,...	59	1,806 . .	36 1 11	62	1,858 ..	29 15 6	58	2 396 7 6	41 5 1	61	2,484 8	42 4 6	138	2,659 14 9	19 4 4
Ditto ditto ditto, Narowal,...	57	468 12 9	8 3	72	498 5 .	6 14 3	117	1,061 1 8	9 1 1	122	2,102 3 2	11 6 10	131	3,159 9 3	24 1 10
Sir Henry Law. Memol. Asylum Murree, ..	44	24 000 . ..	545 7 3	80	17,794 1 11	222 6 9	73	20 694 2 3	283 7 8	79	22,266 11 5	281 13 [illegible]	80	30,257 . 9	378 3 4
Rev. C. Toussaint's School Jhelum,	55	489 8 .	8 14 3	70	2,350 14	38 2 6	61	2,432 15 2	39 14 2	96	3,501 1 9	36 7 6	127	3,609 . 6	28 6 8
American Pres. Mission School, Rawalpindee, ...	85	3,134 8 7	36 14 .	79	3,311 3 9	41 11 6	109	3,338 1 6	30 10	157	3 710 14 6	23 10 10	207	4,474 9 9	21 9 10
Church of Scotland Mission School, Sealkote, ...	120	1 553	12 15 1	100	1,675 1 .	16 12 .	85	4,998 9 6	58 12 11	80	1 305 12	16 5 2	80	1,255 14 9	15 11 2
Church Mission School, Peshawur,	117	6,480 10 ..	36 9 9	220	5,926 4 3	26 14 10	194	7,091 8	36 8 10	195	5,171 13 .	28 1 3	339	7,708 .	22 11 9
Ditto ditto, Dera Ismail Khan,	..	...	...	...	...	...	...	...	...	...	...	...	244	3 986 . 4	16 5 4

STATEMENT No. XIV. A.

Senior Scholarships or Scholarships gained at Colleges.

Names of Scholars.	College at which gained.	When gained.	Monthly value of Scholarships.	For how long tenable.	For proficiency in what branch.	REMARKS.
1 Bharon Proshad, ...	Govt. Delhie College.	1st March 1866.	Rupees 30	1 Year.	General proficiency.	3rd year Class.
2 Sree Ram, ...	ditto,	ditto,	,, 30	ditto,	ditto,	
1 Daya Narain, ...	ditto,	ditto,	,, 10	ditto,	ditto,	3rd year Class.
2 Usuf Ally, ...	ditto,	ditto,	,, 10	ditto,	ditto,	
3 Jumna Das, ...	ditto,	ditto,	,, 10	ditto,	ditto,	
4 Hurdial Singh, ...	ditto,	ditto,	,, 10	ditto,	ditto,	
5 Piyara Lal, ...	ditto,	ditto,	,, 7-8	ditto,	ditto,	
6 Mukhun Lal, ..	ditto,	ditto,	,, 7-8	ditto,	ditto,	
7 Basee Lal, ...	ditto,	ditto,	,, 7-8	ditto,	ditto,	
8 Ramjus, ...	ditto,	ditto,	,, 7-8	ditto,	ditto,	
1 Nazir Ally, ...	ditto,	ditto,	,, 6	ditto,	ditto,	1st year Class.
2 Sheo Nath, ...	ditto,	ditto,	,, 6	ditto,	ditto,	
3 Jankee Das, ...	ditto,	ditto,	,, 6	ditto,	ditto,	
4 Luchmun Das, ...	ditto,	ditto,	,, 6	ditto,	ditto,	
5 Nund Kishore, ...	ditto,	ditto,	,, 5	ditto,	ditto,	
6 Muthoo Mull, ...	ditto,	ditto,	,, 5	ditto.	ditto,	
7 Sheo Dial, ...	ditto,	ditto,	,, 5	ditto,	ditto,	
8 Bhola Nath, ...	ditto,	ditto,	,, 5	ditto,	ditto,	
9 Davee Prashad,	ditto,	ditto,	,, 5	ditto,	ditto,	
10 Chundoo Lal, ...	ditto,	ditto,	,, 4	ditto,	ditto,	
11 Wuzeer Sing, ...	ditto,	ditto,	,, 4	ditto,	ditto,	
1 Ram Kishn, ...	Govt. Lahore College.	1st May 1866.	Rupees 17	1 Year.	General proficiency.	2nd year Class.
2 Ram Chund, ...	ditto,	ditto,	,, 17	ditto.	ditto,	
3 Gunga Ram, ...	ditto,	ditto,	,, 12	ditto,	ditto,	
4 Wahabu-d-din, ...	ditto,	ditto,	,, 12	ditto,	ditto,	
5 Pundit Pran Nath, ...	ditto,	ditto,	,, 12	ditto,	ditto,	
1 Bhagut Sing, ...	ditto,	ditto,	,, 12	ditto,	ditto,	1st year Class.

STATEMENT No. XIV. B.

Return of Scholarships gained during the year 1865-1866.

JUNIOR SCHOLARSHIPS GAINED AT SCHOOLS.

	Names of Scholars.	Schools at which gained.	When gained.	Free or stipendiary.				For how long tenable.	For proficiency in what branch.
1	Toolsee Ram, ...	Delhi Zillah School.	January 1866.	Free.	6	..	...	One year.	General proficiency.
2	Girdharee Lal, ...				5	...	..		
3	Jewa Nund, ...				3	..	..		
4	Gunga Pershad, ...				4	...	..		
5	Bashashur Nath, ...				4	..	.		
6	Valee Mohomed, ...				4	.	..		
7	Deen Dyal, ...				2	..	..		
8	Kesree Singh, ...				3	...	..		
9	Ramsaroop, ...				2	..	.		
10	Raheem Bukhsh, ...				2	.	...		
11	Shib Chunder, ...				2	.	...		
12	Pirbhoo Dyal, ..				3	.	...		
13	Kanshi Nath, ...				2	.	..		
14	Kunhya Lall, ...				2	.	..		
15	Rutton Lall, ...				2	.	..		
16	Maharaja Lall, ...				2	.	...		
17	Nunna Mull, ...				2	...	..		
					50	.	...		
1	Kishoree Lall, ...	Rewaree Zillah School.			4	.	...		
2	Nursingh Dass, ...				3	.	...		
3	Imamuddin, ...				2	..	...		
4	Guneshee Lall, ...				3	.	...		
5	Ram Rutton, ...				3	..	...		
6	Som dutt, ...				3	..	...		
7	Bunsee Dhur, ...				2	..	..		
8	Kunhya Lall, ...				2	..	...		
					22	..	...		
1	Jowahur Lal, ...	Kurnal Zillah School.			3	...	...		
2	Hurnarain Das, ...				3	.	...		
3	Devee Pershad, ...				3	.	..		
4	Piyari Lal, ...				3	.	..		
5	Kirpa Ram, ...				2	8	...		
6	Kootub Hosen, ...				2	.	..		
7	Hurnam Sing, ...				1	8	..		
8	Girdhur Lal, ...				1	.	..		
9	Bhola Nath, ...				1	.	..		
					20	.	..		
1	Muddun Gopal, ...	Rohtuck Zillah School.			5	.	..		
2	Chund Lall, ...				4	.	..		
3	Gopee Pershad, ...				3	.	.		
4	Hurree Shunkur, ...				3	.	.		
5	Cherunjee Lall, ...				2	.	..		
6	Luchmi Narain, ...				2	.	..		
7	Moraree Lall, ...				2	.	.		
8	Mohur Singh, ...				2	.	.		
9	William Fay, ...				2	.	..		
					25	.	.		

STATEMENT NO. XIV. B.—(*Continued.*)

No	Names of Scholars.	Schools at which gained	When gained.	Free or stipendiary.				For how long tenable.	For proficiency in what branch.
1	Mahfooz Ali, ...	Jhujjur Zillah School.	January 1866.	Free.	3	8	..	One year.	General proficiency.
2	Udmi Ram, ...				3	.	.		
3	Sheo Lall, ...				2	.	.		
4	Heera Lall, ...				3	..	.		
5	Davi Sahai, ...				1				
6	Kunhya Lall, ...				1	8			
7	Ungun Lall, ...				1				
					15	.	.		
1	Lekhraj, ...	Jagadhree Zillah School.			2	7			
2	Shugan Chund, ...				2	8	.		
3	Nursingh Dass, ...				2		.		
4	Seeta Ram, ...				2				
5	Pirbhoo Dyal, ...				2	.			
6	Jumna Dass, ...				2	.	.		
7	Bishambar Nath, ...				1	8	.		
8	Sawaye Singh, ...				1	8	.		
9	Salig Ram, ...				1	.	.		
10	Bishumbar Dass, ...				1	.	.		
11	Gunga Shunkur, ...				1	.	.		
12	Gunga Ram, ...				1		.		
					20				
1	Prem Dial, ...	Simla Zillah School.			3	8	..		
2	Bhuda Singh, ...				3	.	.		
3	Poornoo Chund, ...				2	8	.		
4	Saij Ram, ...				2	.	.		
5	Kylas Chundur, ...				1	8	.		
6	Mukhun Lall, ...				1	8	.		
7	Nizam Ali, ...				1	.	.		
					15	.	.		
1	Jwala Pershad, ...	Bhewani Ditto.			3	.	.		
2	Hurree Singh, ...				3	...	.		
3	Budree Dass, ...				2	.	..		
4	Jhummun Lall,				2	.			
					10		.		
1	P. Kashi Nath, ...	Lahore Zillah School.			4	.	.		
2	Azeez-ud Din, ...				2	.	.		
3	Chirag-ud Din, ...				2	..	..		
4	Ghian Chund, ...				2	..	.		
5	Jai Chund, ...				2	.	...		
6	Buldeo Sahai, ...				2	..	.		
7	Gobind Ram, ...				2	..	.		
8	Booray Khan, ...				2	...	.		
9	Maya Sing,, ...				2	..	..		
					20	...	...		

STATEMENT NO. XIV. B. (*Continued.*)

No.	Names of Scholars.	Schools at which gained.	When gained.	Free or Stipendiary.				For how long tenable.	For proficiency in what branch.
1	Chhujjoo Ram, ...	Rahoon Zillah School.	January 1866.	Free.	...	10	.	One year.	General Proficiency.
2	Furreed Buksh, ...				...	10	.		
3	Rahmut Khan, ...				...	10	.		
4	Ahmud Husun, ...				...	8	.		
5	Ghulam Russool, ...				...	8	.		
6	Deena Nath, ...				...	8	.		
7	Churn Dass, ...				...	6	.		
8	Bussunt Ram, ...				...	6	.		
9	Kunhya Lall, ...				...	4	.		
10	Rullia Ram, ...				...	4	.		
11	Sooltanee Ram, ...				...	6	..		
12	Jay Ram, ...				...	4	.		
13	Kurrim Bux, ...				...	4	.		
14	Mya Dass, ...				...	4	.		
15	Pohlo Ram, ...				...	4	.		
					6	.	.		
1	Goverdhun Lall, ...	Hoosheiarpore ditto.			2	..	.		
2	Bhugwan Dass, ...				1	4	..		
3	Dewa Sing, ...				1	4	.		
4	Gokul Ram, ...				1	..	...		
5	Khooshalla, ...				1	...	...		
6	Bishumber Nath, ...				1	.	.		
7	Gokul Ram, ...				...	8	...		
8	Mahomed Bux, ...				...	8	..		
9	Kunhya Lall, ...				...	8	.		
					9	..	..		
1	Shunkur Dass, ...	Buttalla Zillah School.			2	...	...		
2	Thakoor Dass, 1st ...				2	..	..		
3	Thakoor Dass, 2nd ...				1	8	..		
4	Ram Chund, ...				1	8	.		
5	Baugtoo, ...				1	...	..		
6	Sookh Dyal, ...				...	8	...		
7	Radha Kishon, ...				...	8	...		
8	Deen Mahomed, ...				1	...	.		
					10	..	..		
1	Mohun Lall, ...	Amritsur Zillah School.			4	...	...		
2	Kundaree Lall, ...				4	..	...		
3	Hurree Chund, ...				3	...	...		
4	Ram Saran, ...				8	...	..		
5	Balmokund, ...				3	...	..		
6	Ganga Ram, ...				3	...	..		
7	Bhola Nath, ...				2	..	..		
8	Wasoo Mull, ...				2	..	...		
9	Ghulam Nubee, ...				2	..	.		
10	Hemraj, ..				2	..	...		
					28	..	..		

STATEMENT NO. XIV. B.—(*Continued.*)

No.	Names of Scholars.	Schools at which gained	When gained.	Free or stipendiary.				For how long tenable.	For proficiency in what Branch.
1	Gunga Ram, ...	Mooltan Zillah School.	January 1866.	Free.	4	.	...	One year.	General proficiency.
2	Jeytam Dass, ...				2	.	.		
3	Gunesh Dass, ...				1	.	.		
4	Shere Mohomed ..				1	.	..		
5	Bailee Ram, ...				1	.	..		
6	Beekur, ...				1	.	.		
7	Poojarah, ...				1	.	.		
8	Sooharah, ...				...	8	.		
9	Heera Singh, ...				...	8	.		
					12	..	.		
1	Jodhoo Ram, ...	Noorpoor Zillah School.			1	..	..		
2	Luchmun Dass, ...				1	.	.		
3	Hosen Ali, ..				1	...	.		
4	Bhugut Ram, ..				1	..	.		
5	Dittoo Ram, ..				...	8	.		
6	Nizamuddin, ..				...	8	.		
7	Keshive, ..				...	8	.		
8	Prub Dyal, ..				..	8	..		
					6	..	...		
1	Kirpa Ram, ..	Ferozepoor Zillah School.			2	.	...		
2	Kuljus Roy, ..				1	..	.		
3	Atma Ram, ..				1	..	.		
4	Kurm Illahi, ..				1	..	.		
5	Daree Mull, ...				1	..	.		
6	Sirdaree Mull, ...				1	..	..		
7	Arjun Dass, ...				1	.	..		
8	Luchmun Dass, ...				1	.			
9	Faiz Bukhsh, ..				1	...	.		
					10	.	..		
1	Kanshi Ram, ...	Goojranwala Zillah School.			3	..	..		
2	Omur Bukhsh, ...				3	.	..		
3	Wuzir Chund, ...				1	..	...		
4	Boota Singh, ...				1	.	.		
5	Jhunda, ...				1	..	.		
6	Nehal Chund, ...				1	.	..		
					10	...	.		
1	Koonj Beharee, ...	Sealkote Zillah School.			2	.	.		
2	Mohomed Ghyas, ...				2	.	.		
3	Yusuf Ali, ...				1	.	.		
4	Sunt Singh, (1) ...				1	.	.		
5	Guran Ditta, (1) ...				1	.	.		
6	Gunput, ...				1	...	.		
					8	.	.		

STATEMENT NO. XIV. B.—(*Continued.*)

No.	Names of Scholars.	Schools at which gained.	When gained.	Free or stipendiary.				For how long tenable.	For proficiency in what Branch.
1	Dooni Chund, ...	Goojerat Zillah School.	January 1866.	Free.	6	.	.	One year.	General Proficiency.
2	Afzul Khan, ...				2	.	.		
3	Radha Kishn, ...				3	.	.		
4	Hasan Mohomed, ...				2	.	.		
5	Ludha, ...				1	8	..		
6	Gulab Singh, ...				1	8	.		
7	Ram Chund, ...				1	8	..		
8	Goor Ditta, ...				1	.	..		
9	Doulat Ram, ...				1	8	.		
10	Moolraj, ...				1	8	...		
11	Shumsu-d-din, ...				...	8	..		
					22	.	..		
1	Brijlal Chopra, ...	Bhera ditto.			2	..	...		
2	Narain Dass, ...				2	.	.		
3	Nund Ram, ...				2	.	..		
4	Ludha Ram, ...				1	..	.		
5	Luchmun Dass, ...				1	.	...		
6	Gopal Dass, ...				1	..	..		
					9	...	..		
1	Tara Singh, ...	Jhung Zillah School.			3	...	...		
2	Bhawanee, ...				1	.	..		
3	Arwut, ...				1	...	..		
4	Goorditta, ...				1	.	...		
5	Syud Jullall, ...				1	.	..		
6	Jhunda, ...				1	..	..		
7	Pohu Ram, ...				2	.	...		
8	Prub Dial, ...				2	..	..		
9	Ram Chund, ...				1	..	..		
10	Sobha Ram, ...				1	..	..		
11	Mohar Shah, ...				1	...	..		
					15	..	...		
1	Bishumber Nath, ...	Peshawur Zillah School.			3	.	...		
2	Hur Narain, ...				3	.	..		
3	Gobind Sahai, ...				3	..	...		
4	Tara Chund, ...				2	.	..		
5	Bhugwan Dass, ...				2	.	..		
6	Goormookh Dass, ...				2	.	...		
7	Kazi Abdool Rahman,				1	8	..		
8	Ram Chund, ...				1	8	...		
9	Ram Dass, ...				1	.	..		
10	Nursing Dass, ...				1	.	..		
11	Narain Dass, ...				1	..	..		
12	Mohomed Surwar, ...				1	.	...		
13	Jonaid, ...				1	...	..		
14	Golam Hydur, ...				1	.	...		
15	Bolund Khan, ...				1	.	...		
					25	.	...		

STATEMENT NO. XIV. B.—(*Concluded.*)

No	Names of Scholars.	Schools at which gained.	When gained.	Free or stipendiary.				For how long tenable.	For proficiency in what Branch.
1	Remul, ...	D. Ghazi Khan Zillah School.	January 1866.	Free.	2	8	.	One year.	General Proficiency.
2	Chokha, ...				2	.			
3	Tola, ...				1	8	.		
4	Bhingwana, ...				1	8	.		
5	Kishon, ...				1	.	.		
6	Milkha, ...				1	.	.		
7	Dya, ...				1	8	...		
					11	.	.		
1	Khoob Chund, ..	Abbottabad Zillah School.			2	.	.		
2	Emam Deen, ...				1	.	.		
3	Sheo Rukhun, ...				1	.			
					4	.	...		

STATEMENT No. XV.

Return of Candidates passed for employment or promotion in the Educational Department, during the year 1865-66.

No.	Names of passed Candidates.	When and where examined.	Where educated.	Grade of certificate gained.	Grade of appointment entitled to in consequence.
	Chujjoo Mull, —	Apl. '65 Dehli,	Dehli N. S.	1st grade Town School Teacher,	Town and Village School Teachership of the same grade as that of the certificate.
	Radha Kishen, —	ditto,	ditto,	ditto,	
	Abdul Ruzak, —	ditto,	ditto,	ditto,	
	Kunhya Lall, —	ditto,	ditto,	ditto,	
5	Nujjumuddin, —	ditto,	ditto,	ditto,	
	Mahomed Sueed, —	ditto,	ditto,	ditto,	
	Ghoolam Bheek, —	ditto,	ditto,	2nd grade Town School Teacher,	
	Ghoolam Husnain, —	ditto,	ditto,	ditto,	
	Ramjee Lall, —	ditto,	ditto,	ditto,	
10	Bal Mookund, —	ditto,	ditto,	ditto,	
	Fuzul-Rahman, —	ditto,	ditto,	3rd grade Town School Teacher,	
	Gobind Lall, —	ditto,	ditto	ditto,	
	Chirunjee Lall, —	ditto,	ditto,	1st grade Village School Teacher,	
	Hurgoopal, —	ditto,	ditto,	ditto,	
15	Rulla Ram, —	ditto,	ditto,	ditto,	
	Abdul Rahman, —	ditto,	ditto,	ditto,	
	Ram Dial, —	ditto,	ditto,	ditto,	
	Mohomed Ally, —	ditto,	ditto,	ditto,	
	Salug Ram, —	ditto,	ditto,	ditto,	
20	Raja Ram, —	ditto,	ditto,	ditto,	
	Mohomed Shufee, —	ditto,	ditto,	2nd grade Village School Teacher,	
	Bahadoor Khan, —	ditto,	ditto,	ditto,	
	Thakoor Dass, —	ditto,	ditto,	ditto,	
	Ameerulla, —	ditto,	ditto,	ditto,	
25	Abdul Qwadir. —	ditto,	ditto,	ditto,	
	Zaman Buksh, —	ditto,	ditto,	ditto,	
	Bakur Ally, —	ditto,	ditto,	ditto,	
	Shib Narain, —	ditto,	ditto,	ditto,	
	Gunneshee Loll, —	ditto,	ditto,	ditto,	
30	Moortaza Beg, —	ditto,	ditto,	ditto,	
	Moorlee Dhur, —	ditto,	ditto,	ditto,	
	Gung Ram, —	ditto,	ditto,	ditto,	
	Tirkha Ram, —	ditto,	ditto,	ditto,	
	Chaina Lall, —	ditto,	ditto,	ditto,	
35	Gunga Sahai, —	ditto,	ditto,	ditto,	
	Hur Sahai, —	ditto,	ditto,	ditto,	
	Azeemuddin, —	ditto,	ditto,	3rd grade Village School Teacher,	
	Kumruddin, —	ditto,	ditto,	ditto,	
	Ram Purtab, —	ditto,	ditto,	ditto,	
40	Ram Chundur, —	ditto,	ditto,	ditto,	
	Hur Sahai, —	ditto,	ditto,	ditto.	
	Ramjee Lall, —	Oct. '65 Dehli,	ditto,	2nd grade Town do.	
	Bal Mookund, —	ditto,	ditto,	ditto,	
	Buldeo Sahai, —	ditto,	ditto,	ditto,	
45	Raja Ram, —	ditto,	ditto,	3rd grade Town School Teacher,	
	Thakur Dass, —	ditto,	ditto,	ditto,	
	Ramdial, —	ditto,	ditto,	ditto,	
	Chujoo Ram, —	ditto,	ditto,	1st grade Village School Teacher.	
	Dulsookh, —	ditto,	ditto,	ditto,	
50	Azeemoodeen, —	ditto,	ditto,	2nd grade Village School Teacher,	
	Kumruddin, —	ditto,	ditto,	ditto,	
	Heera Lall, —	ditto,	ditto,	ditto,	
	Gunga Sahai, —	ditto,	ditto,	ditto,	
	Chirunjee Lall, —	ditto,	ditto,	ditto,	

STATEMENT NO. XV.—(*Continued.*)

No.	Names of passed Candidates.	When and where examined.	Where educated.	Grade of certificate gained.	Grade of appointment entitled to in consequence.
55	Kishen Sahai, —	Oct. '65 Delhi	Dehli Nor Sch.	2nd grade Village School Teacher	Town and Village School Teachership of the same grade as that of the certificate.
	Sunt Lal, —	ditto,	ditto,	3rd grade Village School Teacher	
	Ahmud Husun, —	ditto,	ditto,	ditto,	
	Nunt Ram, —	ditto,	ditto,	ditto,	
	Masoom Ally —	April 65. 'Lahore	Lahore, N. S.	1st grade Town School Teacher,	
60	Mohomed Deen, —	ditto,	ditto,	ditto,	
	Kadir Bux, —	ditto,	ditto,	2nd ditto,	
	Ghoolam Ally, —	ditto,	ditto,	ditto,	
	Budhawa Mull, —	ditto,	ditto,	ditto,	
	Poorun Chund, —	ditto,	ditto,	3rd ditto,	
65	Budroo Deen, —	ditto,	ditto,	ditto,	
	Gholam Russool, —	ditto,	ditto,	1st grade Village School Teacher.	
	Chunda Ram, —	ditto,	ditto,	ditto,	
	Jawahur Lall, —	ditto.	ditto,	2nd ditto,	
	Imamu-din, —	ditto,	ditto,	ditto,	
70	Maya Dass, —	ditto,	ditto,	ditto,	
	Noor Mahomed, —	ditto,	ditto,	ditto,	
	Saiyud Ahmed, —	ditto,	ditto,	ditto,	
	Mutta Sing, —	ditto,	ditto,	3rd ditto,	
	Mohomed Bux, —	ditto,	ditto,	ditto,	
75	Mohomed Bux, 2nd,	ditto,	ditto,	ditto,	
	Doogur Mull, —	ditto,	ditto,	ditto,	
	Ghoolam Ahmud, —	ditto,	ditto,	ditto,	
	Suttar Ally, —	ditto,	ditto,	ditto,	
	Hikmutulla, —	ditto,	ditto,	ditto,	
80	Hussan Deen, —	ditto,	ditto,	ditto,	
	Allum Shah, —	ditto,	ditto,	ditto,	
	Sher Sing, —	Oct. '65 Ditto.	ditto,	1st grade Town School Teacher.	
	Fukhru-d-din, —	ditto,	ditto,	ditto,	
	Noor Mahomed, —	ditto,	ditto,	2nd ditto,	
85	Shumsu-d-din, —	ditto,	ditto,	ditto,	
	Abdul Raheem, —	ditto,	ditto,	3rd ditto,	
	Sher Mahomed, —	ditto,	ditto.	ditto,	
	Julalu-d-din, —	ditto,	ditto,	ditto,	
	Shib Chund, —	ditto,	ditto,	ditto,	
90	Nanuk Ram, —	ditto,	ditto,	ditto,	
	Hayat ullah, —	ditto,	ditto,	ditto,	
	Wullee Mohomed, —	ditto,	ditto,	1st grade Village School Teacher.	
	Bishn Sing, —	ditto,	ditto,	ditto,	
	Raheem Bux, —	ditto,	ditto,	ditto,	
95	Imamud-din, —	ditto,	ditto,	2nd ditto,	
	Mutta Sing, —	ditto,	ditto,	ditto,	
	Dhunna Ram, —	ditto,	ditto,	ditto,	
	Bheekhai Shah, —	ditto,	ditto,	ditto,	
	Asghur Ally, —	ditto,	ditto,	ditto,	
100	Lall Singh, —	ditto,	ditto,	ditto,	
	Maya Dass, —	ditto,	ditto,	ditto,	
	Bohara Singh, —	ditto,	ditto,	ditto,	
	Gunda Ram, —	ditto,	ditto,	ditto,	
	Kirpa Ram, —	ditto,	ditto,	ditto,	
105	Emamu-d-din, —	ditto,	ditto,	3rd grade Village School Teacher.	
	Nooru-d-din, —	ditto,	ditto,	ditto,	
	Shekh Ahmud, —	ditto,	ditto,	ditto,	
	Ibraheem, —	ditto,	ditto,	ditto,	
	Ahmud Bux, —	ditto,	ditto,	ditto,	

STATEMENT NO. XV.—(*Continued.*)

No.	Names of passed Candidates.	Where and when examined.	Where educated.	Grade of certificate gained.	Grade of appointment entitled to in consequence.
110	Mahomed Bux, —	Lahore, Oct. '66	Lahore N. S.	3rd grade Village Schl. Teacher,	Town and Village School Teachership of the same grade as that of the certificate.
	Sheer Mahomed, —	ditto,	ditto,	ditto,	
	Mahomed Ashruf, —	ditto,	ditto,	ditto,	
	Fuzl Huq, —	ditto,	ditto,	ditto,	
	Ghoolam Qwadir, —	ditto,	ditto,	ditto,	
115	Mahomed Bux, 2nd—	ditto,	ditto,	ditto,	
	Kumal Deen, —	R. Pindi, Apl '65	R. Pindi N. S.	1st grade Village School Teacher,	
	Hur Bhugwan, —	ditto,	ditto,	ditto,	
	Moula Dad, —	ditto,	ditto,	ditto,	
	Ghoolam Ahmud, —	ditto,	ditto,	ditto,	
120	Kurm Deen, —	ditto,	ditto,	3rd ditto,	
	Urjun Dass, —	ditto,	ditto,	ditto,	
	Gunga Bishen, —	ditto,	ditto,	ditto,	
	Furman Ally, —	ditto,	ditto,	ditto,	
	Gobind Sahoy, —	October 1865.	ditto,	1st grade Town School Teacher,	
125	Husun Deen, —	ditto,	ditto,	ditto,	
	Nowbut Roy, —	ditto,	ditto,	1st grade Village School Teacher,	
	Ambasee Ram, —	ditto,	ditto,	ditto,	
	Ram Chund, —	ditto,	ditto,	2nd ditto,	
	Mahomed Kasum, —	ditto,	ditto,	ditto,	
130	Moula Ram, —	ditto,	ditto,	ditto,	
	Pindi Dass, —	ditto,	ditto,	ditto,	
	Mahomed Khan, —	ditto,	ditto,	3rd grade ditto,	
	Fuzl Deen, —	ditto,	ditto,	ditto,	
	Akbur Ally Shah, —	ditto,	ditto,	ditto,	
135	Heera Singh, —	ditto,	ditto,	ditto,	
	Nizam Deen, —	ditto,	ditto,	ditto,	
	Sham Dass, —	ditto,	ditto,	ditto,	
	Noor Mahomed, —	ditto,	ditto,	ditto,	
	Mahomed Alli Khan,	Peshawur, Do.	Peshawur N.S.	3rd grade Town School Teacher,	
140	Ally Ruza, —	ditto,	ditto,	ditto,	
	Ghoolam Jullanee, —	ditto,	ditto,	3rd grade Village School Teacher,	
	Sher Mahomed, —	ditto,	ditto,	ditto,	
	Ahmud Yar, —	D.I Khan Apl '65	D. I. K. N. S	1st grade Town School Teacher,	
	Mahomed Hosein, —	ditto,	ditto,	2nd ditto,	
145	Ahmud Yar, 2nd, —	ditto,	ditto,	ditto,	
	Mahmood, —	ditto,	ditto,	1st grade Village School Teacher,	
	Thakoor Dass, —	ditto,	ditto,	ditto,	
	Runjun Dass, —	ditto,	ditto,	ditto,	
	Hosen Ally, —	ditto,	ditto,	2nd ditto,	
150	Ally Mahomed, —	ditto,	ditto,	ditto,	
	Alla Bux, —	ditto,	ditto,	ditto,	
	Ghoolam Mahomed—	ditto,	ditto,	3rd ditto,	
	Shahab Deen, —	ditto,	ditto,	ditto,	
	Ghoolam Hosen, —	ditto,	ditto,	ditto,	
155	Meean Essa, —	ditto,	ditto,	ditto,	
	Ramlee Dass, —	Oct. 1865.	ditto,	2nd Grade Town School Teacher,	
	Thakoor Dass, —	ditto,	ditto,	ditto,	
	Koora Khan, —	ditto,	ditto,	3rd grade Village School Teacher,	
	Ghoolam Ally, —	ditto,	ditto,	ditto,	
160	Meer Baz, —	ditto,	ditto,	ditto,	
	Ghoolam Ally Shah,	Mooltan Apl. '65.	N. S. Mooltan	2nd grade Village School Teacher,	
	Sewa Mull, —	ditto,	ditto,	3rd ditto,	
	Cheela Ram, —	ditto,	ditto,	ditto,	

STATEMENT No. XV. (*Concluded.*)

No.	Names of passed Candidates.	When and where examined.	Where educated.	Grade of certificate gained.	Grade of appointment entitled to in consequence.
	Hajie Ahmud, —	Mooltan April 1865,	Normal School Mooltan.	3rd grade Village School Teacher,	Town and Village School Teachership of the same grade as that of the certificate.
165	Luchmun Dutt, —	Hooshiarpoor April 1865,	Normal School Hooshiarpoor	1st grade Village School Teacher,	
	Shekh Ahmud, —	ditto,	ditto,	2nd grade ditto,	
	Mahmood Shah, —	ditto,	ditto,	ditto,	
	Rulla Ram, —	ditto,	ditto,	3rd grade ditto,	
	Teeluk Nath, —	Hooshiarpoor October 1865,	Hooshiarpoor Normal School	1st grade Village School Teacher,	
170	Mohomed Bux, —	ditto,	ditto,	2nd ditto,	
	Mehr Ally, —	ditto,	ditto,	3rd ditto,	
	Balmookund, —	ditto,	ditto,	ditto,	
	Ghoolam Nubbee, —	ditto,	ditto,	ditto,	
	Salug Ram, —	ditto,	ditto,	ditto,	
175	Chiragh Ally, —	ditto,	ditto,	ditto,	
	Dewan Chund, —	ditto,	ditto,	ditto,	
	Noor Bux, —	ditto,	ditto,	ditto,	

STATEMENT NO. XVI.

RETURN of Private Donations and Endowments from which aid was received by the Department, during the year 1865-66.

Name of Donor.	Description of Donation.	Annual value.	For what period to continue.	For what purpose.
His Highness Maharajah Duleep Sing,	Cash,	500	During life time of donor.	Scholarships in Government Amritsur Zillah School.
Nawab Fuzul Ali Khan,	Government promissory Note Rs. 1,70,000	6,800	Permanent donation.	For maintenance of Delhie Government School.
Lalla Sahib Sing,	Cash,	120	One year.	Scholarship of 10 Rs. *p. m.* from 1st January 1866.
Lalla Wazeer Sing,	Cash,	120	One year.	Scholarship of 10 Rs. *p. m.* from 1st January 1866.
	Total Rupees, ...	7,540		

STATEMENT NO. XVII.

General Statement of amount expended by Government on Education during the year 1865-66

	Salaries			Scholarships			Buildings.			Contingencies			Grants-in Aid.			Total.		
GENERAL ESTABLISHMENTS.																		
From Imperial Revenues,	80,124	7	6	...			..			86,233	9	7	...			1,66,358	1	1
From Educational Cess Fund,	651	8		...			...	..		5,460	.		...			11,514	8	.
From other Sources,				...			..			...						...		..
GOVT COLLEGES AND SCHOOLS																		
GENERAL. From Imperial Revenues,	1,92,025	4	3	5,971			...			10,901	15		...			2,08,898	3	3
GENERAL. From Educational Cess Fund,	1 67,764	9	6	3,835			25,000	.		4,417	8	.	...			2 01,017	1	6
GENERAL. From other Sources, ..	11 772			1,515			.		.	19,061	15	9	. .	..		32,348	15	6
SPECIAL From Imperial Revenues, ..	12,880			...			..	.	..	2,407	4	3	...	.		15,287	4	3
SPECIAL From Educational Cess Fund,	2,100			13,000	12		...			...			.			16,070	12	3
SPECIAL From other Sources, . ..	..			...			..	.		69	9	7	...	...		69	9	7
PRIVATE COLLEGES & SCHOOLS																		
GENERAL From Imperial Revenues, .	...			.				.		...			91 428	2	9	91,428	2	9
GENERAL From Educational Cess Fund,	.			.			...	.		...			2,889	8		2,889	8	...
GENERAL From other Sources, ..	. .			...			..			...	..		...			1,16,628	9	5
SPECIAL From Imperial Revenues, .	. .						...			...			2,100			2,100		..
SPECIAL From Educational Cess Fund,	...			..			.			...			...	..		...	.	
SPECIAL From other Sources, ,				..			...			...			...			2,155	9	
Total of Imperial Revenue, ..	2 85,029	11	9	5,971		.	...		.	99,542	12	10	93,528	2	9	4,84,071	11	4
Total of Educational Cess Fund, .	1,76 219	9	6	17,805	12	3	25,000		..	9,877	8		2,889	8	..	2,31,491	13	9
Total of other Sources, ...	11,772			1,515			..			19,131	9	1	...	.		1,51 202	11	6
GRAND TOTAL, .	4,72,020	13	3	24,991	12	3	25,000			1,28,551	10	11	96,417	10	9	8,66,766	4	7

OFFICE OF DIRECTOR PUBLIC INSTRUCTION.
PUNJAB,
LAHORE, *the 6th July* 1866.

A. R FULLER, MAJOR,
Director of Public Instruction,
PUNJAB

REPORT

ON

POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1866-67.

BY

Major A. R. Fuller, Royal Artillery,

Director of Public Instruction, Punjab.

PUBLISHED BY AUTHORITY.

Lahore:

LAWRENCE PRESS:—W. KENNEDY, PRINTER.

1867.

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PROCEEDINGS OF THE HON'BLE THE LIEUTENANT GOVERNOR, PUNJAB, IN THE EDUCATIONAL DEPARTMENT, UNDER DATE 25TH OCTOBER 1867.

Read Report on Popular Education in the Punjab, for the year 1866-67, furnished by Major A. R. FULLER, B. A., Director of Public Instruction

REMARKS.

1. **Financial Statistics.**—The amount placed under the control of the Director Public Instruction for educational purposes, during the years 1865-66 and 1866-67, was as follows :—

	1865-66.	1866-67.	Increase or Decrease.
	Rupees.	*Rupees*	*Rupees.*
From Imperial Revenues, ...	5,05,937	5,92,605	+ 86,668
From Local Sources, viz :—			
(1) Educational Cess, ...	2,31,491	2,50,810	+ 19,319
(2) Endowment of Nawab Fuzl Ali Khan, ...	6,800	6,690	—110
(3) Subscriptions and Donations, ...	740	1,779	+ 1,039
(4) Fees, ...	16,908	17,477	+ 569
(5) Private contributions and receipts in Grant-in-aid Institutions, ...	1,18,781	1,01,562	—17,219
Total from Local Sources, ...	3,74,720	3,78,318	+ 3,598
GRAND TOTAL, ...	8,80,657	9,70,923	+90,266

Thus, while the amount provided from the Imperial Revenues has increased by Rs. 86,668, the aggregate amount derived from local sources increased by Rs. 3,598 only; and under the heading of private contributions and receipts in Grant-in-aid Institutions, the return shows a falling off of Rs. 17,219. It is explained however, that this falling off is nominal, and is owing to the

accounts of the Lawrence Asylum at Murree, not having been received in time for incorporation in the statistics of the year. It appears further from a closer analysis of the returns, that the amount of voluntary payments by *natives* towards the cost of Educational Institutions in the shape of fees, donations, and contributions to Grant-in-aid schools—an important test of Educational progress—increased from about Rs. 38,440 in 1865-66, to about Rs. 45,914 in 1866-67. Upon the whole the return may be considered satisfactory, as indicating a considerable improvement in the income available for Educational purposes, and a steady increase in the amount voluntarily contributed by the people themselves; and it is satisfactory to note that these additional funds have enabled the department to afford increased assistance to private institutions, and provide more liberally for the construction of Educational buildings, and for the encouragement of Vernacular literature.

2. **General Statistics of Educational progress.**—From the Statement annexed to para. 3 of the Report, (which should in future be rendered comparative with previous years), His Honor regrets to observe that no progress appears to have been made in the extension of Education in Frontier districts, and that the number of schools and scholars in the districts of the Ambala Circle has fallen off. On the other hand from the table given in para. 8, it appears that, while the number of village schools has decreased, several new town schools have been opened, and the number of grant-in-aid schools of the superior and middle grades has increased from 70 to 94. This would appear to indicate that the system of Education, or scheme of studies prescribed for village schools, is less successful than in the case of schools of the middle and higher grades.

3. **University Examinations.**—His Honor observes that in the first Arts Examination of the Calcutta University for 1866-67, only 4 out of seventeen candidates from this Province succeeded in passing; whereas in 1865-66, 10 out of 20 were successful; and for the Entrance Examination only 22 out of 81 were successful as compared with 23 out of 75 in the preceding year; these results are not so satisfactory as could be wished.

4. **The Lahore Government College.**—His Honor would have been glad to have seen some marked improvement in the popularity and success of this Institution; but the number of students, he is sorry to observe, is still small, and the candidates for University examinations have not distinguished themselves. It is to be noted however, that though the College failed to obtain academical distinction, five of its students obtained appoint-

ments in the Government service and elsewhere, of from rupees 40 to rupees 100 per mensem; a practical proof that its training is appreciated. His Honor acknowledges the zealous exertions of Mr. Jardine, L. L. B., who for six months officiated as Principal of the Lahore College, and regrets the loss of his services in the Educational Department.

5. **Delhi College.**—There was a slight falling off in the number of students in this Institution, as compared with the previous year; but its students were fairly successful in the First Arts Examination, three out of seven having passed; while 10 students obtained appointments of from rupees 25 to 100 per mensem. Mr. Willmot has maintained his high reputation as an able and efficient Principal.

6. **Scholarships.**—The paucity of scholarships is, no doubt, in the present state of Educational progress in the Punjab, a serious drawback to the success of both the Colleges, but as the Supreme Government has definitely decided that no more than one-third of the matriculated students of each year, are to be provided with scholarships from the Imperial Revenues, it is for private and local liberality to supplement the funds provided by the State, and His Honor would suggest that some of the wealthier municipalities be moved to apply a portion of their revenues to the foundation of local scholarships for their town or district, to enable promising students to pursue their studies in one of the Provincial Colleges.

7. With regard to the alleged urgent necessity for a second Professor, the Supreme Government having declined to sanction the appointment, it is suggested that if it is found impracticable to instruct four classes with efficiency, the existing staff devote themselves to training students for the First Arts Examination only, and abandon for the present, the idea of educating up to the standard of a degree.

8. **Buildings.**—It is understood from the Department of Public Works, that the plans and estimates of the Lahore College are now ready for submission to the Supreme Government.

9. **Zillah Schools.**—The success attained by the candidates for matriculation from Zillah Schools, was not such as could be wished, except in the case of the Multan and Amritsur Zillah Schools, from which Institutions all the candidates succeeded in passing; a fact creditable to the Head Masters Mr. J. D. Staines, and Mr. W. T. Lindsay, B. A. The Delhi

Zillah School continues to flourish in numbers, and His Honor observes, from Mr. Willmot's report, that during the year 14 of its scholars obtained appointments of from rupees 20 to rupees 40 per mensem in value; but judging from the results of the matriculation examination, its pupils would appear to be decidedly weak in English and not very strong in Mathematics.

10. The Lahore Zillah School was not so flourishing in numbers as that at Delhi, and the success of its pupils at the matriculation examination was not marked; and, judging from the results of that examination, its pupils were decidedly weak in Mathematics and not very strong in English.

11. There can be no question of the great desirability of using every endeavour, to place the establishments of Zillah Schools upon an efficient footing, and His Honor trusts that the measures taken and contemplated for raising additional funds for this purpose will be attended with success; meanwhile the late increase in the monthly fee, by reducing somewhat the number of the pupils, will enable the present staff to superintend more effectually the education of the remainder.

12. The acknowledgments of the Lieutenant Governor will be conveyed to the Local Committees of Public Instruction, mentioned in para. 38 of the Report. His Honor is glad to observe that the Local Committee at Batala is on this occasion included in the list of efficient Committees; but he notices the absence of favorable mention of the Committee at Hoshiarpore, whose exertions were specially commended in last year's report.

13. Town Schools.—The report of the condition of the Town Schools of the Province is encouraging, and the Lieutenant Governor notes with satisfaction the favorable testimony given by Major Babbage, Deputy Commissioner, and Mr. Nisbet, Settlement Officer, to the efficiency of Settlement employés educated in the Town and Village Schools of Gujeranwalla. His Honor has no doubt that this is mainly the result of the very great interest taken in these institutions, by the late Deputy Commissioner, Mr. A. Brandreth.

14. Village Schools.—His Honor has before had to notice the not very flourishing condition of Village School education in this Province. One of the chief causes of this want of success, is doubtless the low scale of salary ordinarily allowable to Village School teachers, and accordingly His Honor observes, with great satisfaction, the movement in the Dera Ghazi Khan District for supplying the means of improvement, and he would be

glad to see the example of the chiefs and people of that district extensively followed elsewhere; and he desires particularly to acknowledge the services of Lieutenant Wace, and Captain Minchin in the organization of a scheme, which promises to be of the greatest service in the promotion of education and civilized habits, amongst the once turbulent races of the South-Western frontier.

15. **Grant-in-aid Institutions.**—The amount expended in grants in aid to private institutions, exceeded the amount so expended in 1865-66 by rupees 42,991; but the amount expended from private sources (after allowing for the omission of the Murree Lawrence Asylum), was about the same as last year; it is explained however that this apparent anomaly results from certain institutions being specially allowed to receive equivalents for accumulated building funds, and others being specially exempt from the strict enforcement of the Grant-in-aid rules under Lord Canning's Minute. As before observed, His Honor notices with satisfaction a considerable increase in the amount of contributions from the native community, and he is glad to notice among the new Grant-in-aid Institutions, a Society for the diffusion of Vernacular Literature, a Vernacular Lecture Society, and two Native Regimental Schools.

16. The Lieutenant Governor notices with pleasure, the particularly favorable report given by the Inspector of the following Grant-in-aid Institutions:—

American Mission School, Lahore,
Jullundhur Mission School,
Cantonment Schools of Mecan Meer and Ferozepore,
The Amritsur Orphanage,
The Dhurmsalla Church Mission School,
The Dera Ismail Khan Mission School,
The Bunnoo Mission School,
St. Stephen's College, Delhi,
The Sirsa Elementary English School.
The Rawul Pindee City School;

but His Honor regrets the absence of information regarding the Murree Lawrence Asylum, which he trusts may be furnished in future reports. In the report of the Inspector of the Lahore Circle, mention is made of a "Gardening School" at Julundhur: His Honor would be glad of some further information as to the nature and objects, and present state of the institution.

17. **Education in Native States.**—Favorable accounts have been received by His Honor of the schools established by His Highness the Maharaja of Patiala, and the Chief of Malair Kotelah at their respective capitals; his satisfaction will be duly communicated to these Chiefs in the Political Department.

18. **Indigenous Schools.**—From the statistics contained in Statement VIC, it would appear that there are 5,434 indigenous schools in the Punjab, with an average daily attendance of 32,667 pupils, of whom

10,454 study Persian.
1,266 study Urdu.
3,234 study Hindi, and 3,960 study Sanskrit,

If these statistics are at all reliable, they show a large falling off since the year 1859-60, when the number of such scholars was reported as 63,090. This result is much to be regretted, and His Honor trusts that the system of making grants-in-aid to indigenous schools of merit, under Article XIV of the Grant-in-aid Rules, commenced during the year under report, will arrest the further decline of these institutions, which are doubtless in many respects more suited to the tastes and wishes of the people, than schools established through direct Government agency.

19. **Educational test for the public service.**—The report of the committee appointed for framing a definite scheme, for exacting an Educational test from candidates for Government employment has been recently received, and is under consideration; but the statistics given in the Statement of matriculated students appended to the report, show that students of the Government and aided schools are even now largely drafted into the Government service.

20. **Book Department.**—The operations of the Book Department appear to have been actively carried on, but His Honor would wish that more could be done towards the enrichment of the Vernacular Literature of the Province, by the issue of useful works written in a scholar-like and elegant style. Mr. Alexander, Inspector of Schools of the Lahore Circle, deserves credit for having brought out during the year, several useful Vernacular Manuals.

21. In conclusion, the Lieutenant Governor has to notice with deep regret the loss by death, of two members of the Educational Department of this Province,—of Mr. Hutton, Inspector of Schools, Frontier Circle, who died of small pox at Harripur, and of Major A. R. Fuller, R. A. Director of Public

Instruction, who was unfortunately drowned while *en route* from Murree to Rawulpindi. Major Fuller was appointed Director of Public Instruction in succession to the late Mr. W. D. Arnold in 1860. The subjoined statistics will show, to some extent, the great progress Education has made in this Province, during the period of his incumbency of the office of Director of Public Instruction, and bears testimony to the ability and efficiency of his Administration; but His Honor desires further to place on record his high appreciation of the conscientious and indefatigable manner, in which the late Director discharged the important duties of his office, and his sense of the great loss the Educational Department of this Province has sustained by Major Fuller's untimely death.

	1859-60.	1866-67.
No. of students matriculated at the Calcutta University, ..	...	114
No. of Scholars attending :— ..		
Zillah Schools, ...	723	6,753
Village Schools, ...	27,264	45,298
No. of Teachers receiving training in Normal Schools, ...	75	236
Total amount of fees paid by Scholars of Government Schools, &c., ...	Rs. 1,134	17,477
Amount expended in grants-in-aid to private institutions (on recommendation of Director,)	„ 8,960	1,36,254
No of Scholars attending private grant-in-aid institutions, ..	1,424	17,272
Total number of persons receiving instruction in Government and aided institutions, ...	42,388	86,608

22. His Honor notices with satisfaction the testimony borne to the cordial co-operation in Educational matters of the Civil Officers of the province.

23. The services of the undermentioned Native Gentlemen, will be acknowledged by communications addressed to them from this office :—

Sardar Mit Singh, Ludianah.
Sardar Haqiqat Singh, Ludianah.
Lala Wazir Singh, Dehli.
Sham Lal, Extra Assistant Commr. Karnaul.
Sodi Sukha Singh, Ferozepore.
Bhai Sundar Singh, Ferozepore.
Rukn-ud-din, Ferozepore.

Bhag Singh Jagirdar, Hoshiarpore.
Sardar Bhur Singh, Hoshiarpore.
Sodi Harnam Singh, Hoshiarpore.
Kishen Singh, Gujerat.
Gyan Singh, Gujerat.
Imam Baksh Khan, Dera Ghazi Khan.
Jamal Khan, Dera Ghazi Khan.
Ghulam Haidar Khan, Dera Ghazi Khan.
Arbab Alam Khan, Peshawur.

The services of the Gentlemen noticed at para. 82 of the Director's Report, other than those whose names are included in the above list, will be suitably acknowledged, on behalf of the Lieutenant Governor by the Commissioners of the Divisions, in which they are resident or employed.

Order.—Ordered that a copy of the above remarks be forwarded to the Officiating Director of Public Instruction, Punjab.

By order, &c.

T. H. THORNTON,

Secretary to Government, Punjab.

REPORT

ON

POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES,

BY

Major A. R. Fuller, R. A.,

FOR THE YEAR 1866-67.

Budget Provision for 1866 67.

By order of the Government of India in the Financial Department, No. 1587, dated 29th March 1866, Rs 5,88,486 were assigned from Imperial Revenue for Education, Science and Art, in the Punjab, for 1866-67 Subsequently by No 877, dated 7th June 1866, an additional assignment of Rs. 55,000 was made by the Supreme Government in the Financial Department, that amount having been originally retrenched under some mistake: from the provision first made for grants-in-aid, rupees 2,672 were also passed for the Department in the Printing Budget. These amounts aggregate rupees 6,46,158; but as they include rupees 48,153 for the Lahore Medical School, rupees 2,400 for the Botanical garden, and rupees 3,000 for the Meteorological Reporter; charges which are not under my control, the amount actually placed at my disposal for Education during 1867-67 was rupees 5,92,605 That for the previous year of 1865-66 was only rupees 5,05,937

Expenditure from Imperial Revenue during 1866-67.

2. The total expenditure on Education for the year 1866-67 has been rupees 5,62,656, which is high compared with rupees 4,48,070 during the previous year; but shows that nearly 30,000 rupees less than the Budget grant were spent, which saving lapsed as usual to Government. Two-thirds of this saving occurred in the grant-in-aid assignment, and the remainder on salaries of fixed appointments while vacant. The former arose chiefly from grants due to the Henry Lawrence Memorial Asylum not having been drawn during 1866-67, on account of uncertainty as to the amounts that could be claimed by that Institution, as the point which was referred to Government was not finally decided till quite towards the close of the year

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SECTION. I.—CONTROLLING AGENCIES.

WITH GENERAL FINANCIAL STATISTICS.

A—INSPECTION

Statistics of Inspecting Officers and their Circles.

3 As no change in the grades and salaries of Inspecting and Sub-Inspecting Officers paid from Imperial Revenue, nor in the territorial limits of each Circle of Inspection has taken place since last year, I need not here

repeat the Statements given at para 4 of my Annual Report for 1865-66, except as regards the following particulars, which have somewhat altered —

No. of Schools and Scholars in each Circle of Inspection.

	SCHOOLS.	SCHOLARS.
Amballa Circle,	599	23,736
Lahore do,	1,311	46,551
Rawul Pindee do.,	730	25,661
Frontier do.,	205	6,440
	2,845	1,02,388

Changes among Inspectors of Schools.

4. Captain Holroyd. Inspector of the Amballa Circle, returned from 20 months' Sick Furlo' to Europe towards the close of January 1867, and resumed charge of his Office from Mr Hutton. The latter then proceeded to take up the Frontier Circle from Mr. Beckett, who reverted to his substantive appointment in the Punjab Commission. Mr. Beckett had been in charge of the Frontier Circle for about 2 years, and I take this opportunity of again recording my sense of the value of his services, while employed in this Department. I myself departed on 3 months' privilege leave from the 23rd January 1867, and Captain Holroyd satisfactorily performed the current duties of my Office during my absence, in addition to those of his substantive appointment. Mr. Hutton's career on the Frontier was most unfortunately cut short by his sudden demise on the 31st March 1867, from a violent attack of small-pox. The Department has thus lost a very useful, zealous, and hard-working Inspector; who made himself popular with native gentlemen, as well as with the European Officers with whom he was brought into contact.

Notice of the three permanent Inspectors of Schools remaining at the close of the year, and of their claims to promotion for long and approved services.

5 Of the other permanent Inspectors, viz. Captain Holroyd, and Messrs. Alexander and Pearson, it will suffice to say that they continue to merit the warmest commendations of the Government; and I trust that some more substantial recognition of their long and approved services may be conferred upon them before long. The average salary of Inspectors in the Punjab, viz. rupees 637, is much lower than in any other Presidency, and so is the cost of inspection, *i e* rupees 66,951 from Imperial Revenue, and rupees 11,413 from Educational Cess Fund=rupees 78,364, in proportion to total Educational expenditure from the same sources, *i e* rupees 5,62,654 + rupees 2,84,847=rupees 8,47,501, which gives a percentage for inspection on the total amount spent on Education of only 9 2.

Notice of Deputy Inspectors of Schools; their claims to advancement, and the necessity for adding to their number

6 The four Deputy Inspectors continue to give satisfaction, and are deserving of advancement Now that Government desires Indigenous Vernacular Schools to be visited by Educational officers and encouraged by Government Grants, and stricter professional supervision over Government Schools under the immediate control of District Officers is found by Inspectors to be much needed, an addition to the number of the Deputy Inspectors

has become a pressing necessity; but hitherto I have refrained from urging the point, as it involves extra expenditure.

B.—FINANCIAL AND GENERAL STATISTICS.

General distribution of expenditure.

7. The distribution of the actual expenditure on Education during 1866-67, under the three main heads prescribed by the Supreme Government is shown below:—

Charges.	Expenditure.	
	From Imperial Revenue.	*From Local Funds*
Direction and its subsidiary charges, ...	1,23,068	...
Inspection and ditto, ...	66,951	11,413
Instruction, ...	3,72,635	2,73,434
Total Rupees, ...	5,62,654	2,84,847 (*b*)

N B. (*b*) = 2,50,813 from Educational cess + 34,010 + 24 from other sources.—(Table No. 17.)

Of the above charges for Direction, Rs. 58,518 were spent on publishing and purchasing books for the Book Depôt, which repaid Rs. 46,500 into the Lahore Treasury, and Rs. 16,368 in Patronage of Literature, instead of some 5,000 Rs. only as in the previous year; so that the charges more strictly belonging to Direction have been only Rs. 48,182 as compared with Rs. 51,289—5,000 = Rs. 46,289 during 1865-66.

Abstract of General and Financial Statistics.

8. The comparative Abstract of the General and Financial Statistics is appended in the usual tabular form. I have not included Indigenous Vernacular Schools, as the attempt to collect statistics regarding them has only been made for the first time during 1866-67, and I have not much confidence in the accuracy of the statistics obtained.

		No. of institutions.	No. of Scholars on the rolls at the close of 1866-67.	No. of Scholars attending daily on an average during 1866 67.	Aggregate expenditure from all sources.	Chargeable to Imperial Revenue.	Chargeable to Educational Cess Fund.	Annual cost of educating each pupil: Total cost.			Annual cost of educating each pupil: Cost to Government		
1 Government Colleges,	1865 66,	2	36	29	35,244	33,824	...	1,215	5	1	1,166	5	7
	1866-67,	2	31	26	38,154	37,558	.	1,467	7	8	1,444	9	
2 Govt Zillah Schools,	1865 66,	24	8,140	6,610	1,51,683	1,21,788	7,658	22	15	1	18	6	9
	1866-67,	24	7,922	6,753	1,57,281	1,24,884	8,523	23	4	7	18	7	9
3 Govt Town Schools, ..	1865 66,	71	6,999	5,852	32,004	19,924	10,750	5	7	6	3	6	5
	1866-67,	82	8,598	7,184	38,202	21,566	15,125	5	5	1	3		
4 Govt. Village Schools,	1865-66,	1,746	55,593	45,073	1,71,366	22,724	1,43,977	3	12	9	..	10	3
	1866-67,	1,660	53,757	45,298	1,69,698	24,712	1,39,326	3	11	11		8	9
5 Govt. Female Schools,	1865 66,	333	6,834	5,363	24,181	10,487	13,619	4	8	1		1	5
	1866 67,	296	6,198	5,534	21,901	8,865	13,035	3	15	4	1	9	8
6 Govt Jail Schools, .	1865 66,	22	4,780	4,385	2,786	150	13	.	9	7	...		6
	1866-67,	22	4,690	4,315	2,682	299	11	.	9	11		1	1
7 Aided Colleges,	1865-66,	1	15	12	4,200	447		350			37	4	5
	1866-67,	1	10	11	7,840	5,546		667	5	8	458	12	4
8 Aided Superior Schools,	1865-66,	18	5,297	4,061	1,33,668	54,363	..	32	14	7	13	13	7
	1866 67,	21	4,701	4,006	1,14,610	59,847	.	27	12		12		1
9 Aided Middle Class Schools,	1865-66,	52	1 515	1,267	30,900	14,087	.	24	6	2	11	1	10
	1866-67,	73	1,692	1,289	42,604	18,775		14	3	11	6	2	8
10 Aided Imperial Class Schools,	1865-66,	3	108	84	582	319		6	14	1	3	12	8
	1866 67,	2	160	169	2,172	1,008		6	15		3		1
11 Aided Female Schools,	1865-66,	696	12,727	11,063	41,596	22,211	2,889	3	12	2	2		
	1866-67,	651	14,243	11,698	58,123	45,308		4	15	6	2	13	9
12 Govt Normal Schools,	1865-66,	7	294	269	31,427	15,287	16,071	116	13	3	56	13	3
	1866 67.	7	279	236	35,292	18,492	16,775	149	8	8	78	5	9
13 Aided Normal Schools,	1865 66,	3	80	68	4,255	2,100		62	9	3	3	14	1
	1866-67,	4	107	89	10,167	3,470		114	3	10	37	8	6
14 Indigenous Schools,	1865 66,				2,298	2 298							
	1866 67,												
15 General Establishments,	1865 66,				1,77,873	1,66,359	11,514						
	1866 67,			.	2,01,432	1,90,019	11,413						
16 Educational Buildings,	1865 66,		.		25,000	.	25,000	.			.		
	1866 67,		.	...	46,602		46,602	.					
Totals,	1865-66,	2,978	1,02,418	84,136	8,66,765	4,84,070	2,31,491				.		
	1866 67,	2,845	1,02,388	86 608	9,49,058	5,62,647	2,50,810				..		

Decrease of schools and scholars on the whole

9 This general result shows a decrease in the whole number of schools connected with Government during the year, of 133; but the decline in the number of scholars is only 30, while the daily average of attendance has positively improved by 2,472 The decrease of schools occurs chiefly among Government village schools both for males and females, and among aided female schools; the causes of which will be noticed hereafter in my notices of these different kinds of schools—(see paras 48 and 64)

Detailed distribution of expenditure.

10 The aggregate expenditure from all sources continues to shew a marked increase of Rs 82,293 beyond that of the previous year. The increase and decrease of cost in various kinds of schools will be observed at a glance from the table, and will be duly noticed hereafter, when I enter into details regarding each

kind of schools. It is here only necessary to explain, that the enhanced expenditure of Rs. 28,559 on general establishments, arises mainly from the larger amounts spent on patronage of literature, and on purchase of books, &c., for the Government Central Book Depôt, to which reference has been already made in para. 7. It should be observed also, that Rs. 21,602 more than in the previous year have been laid out on educational buildings. Out of the aggregate expenditure of Rs. 9,49,058, the Imperial Revenue supplied Rs. 5,62,647, and the Educational Cess Fund Rs. 2,50,810, leaving Rs. 1,35,601 to represent the amount spent from purely private sources and other local funds: of the last named sum Rs. 1,01,567 went to support the several Aided Institutions, and Rs. 34,034 towards the expenses of those under the direct management of Government. In the previous year of 1865-66, the amount noted as raised from private sources and other local funds was somewhat higher, viz., Rs. 1,51,204; of which Rs. 1,18,781 were spent on Aided, and Rs. 32,423 on Government Institutions. It will thus be seen that the decrease of income and expenditure from private sources during 1866-67, happens only among Aided Institutions to the extent of Rs. 17,214. It will be satisfactory to Government to know that this decrease too is absolutely nominal, and arises solely from the accounts of the Henry Lawrence Memorial Asylum at Murree, not having been received in time for incorporation in the annual statistics—(For the reason of this, see concluding clause of para. 2). The average income and expenditure of that Asylum may be set down at about 30,000 rupees.

Cost of Education in different kinds of Institutions. Colleges.

11. The annual cost of Education per head in Government Colleges still remains, I regret to say, exceptionally high; in fact somewhat more than last year. This is owing to the difficulty of inducing matriculated students to enter, and of keeping them at College after they have entered, without liberal scholarships on which they can support themselves and families during the four years of College Study. The final orders of the Supreme Government on the subject of College scholarships, only allow of one-third of the number of students actually attending Punjab Colleges receiving such Government scholarships. In the Aided College too, it will be seen that the annual cost of Education per head has nearly doubled, though still far below that of the Government Colleges.

Schools for general Education.

12. There is scarcely any variation in the cost of Education at Government schools of all classes, while among aided schools the rates have fallen somewhat; viz. in superior ones from Rs. 33, nearly to Rs. 27-12-0; and in middle class ones from Rs. 24-6-2 to Rs. 14-3-11. For the causes of the difference of cost of Education in the corresponding classes of Government and Aided Schools, reference may be made to paras. 11 and 13 of my last Annual Report for 1865-66.

Normal Schools.

13. The cost of Education in Normal Schools has, I am sorry to observe increased: viz. from Rs. 116 in Government Institutions to Rs. 149, and from Rs. 62 to Rs. 114 in Private Institutions: at the former Institutions the increase is caused by the reduced average attendance of students during the year, and in the latter by the greatly enhanced amount of expenditure, although that is spread over a higher average of attendance.

Fees.

14. The following Statement shews the collection of fees for the past five years, and a steady though moderate increase in the amount levied at Zillah and Town schools will be observed :—

Fees levied at	1862-63.	1863-64.	1864-65.	1865-66.	1866-67.
Government Colleges, ...	...	42	412	532	596
Government Zillah Schools, ...	4,690	7,267	10,182	11,264	11,635
Government Town Schools, ...	1,093	1,233	1,273	1,830	1,511
Government Village Schools, ...	3,636	3,997	4,082	3,782	3,735
Total Rupees, ...	9,419	12,569	15,949	16,908	17,477

SECTIONS II AND III.—UNIVERSITIES, AND GOVERNMENT COLLEGES.

Statement of attendance, &c., at Government Colleges.

15. The tabular statement of attendance, &c., at Government Colleges is as follows:—

	General Education.	
	Lahore.	Delhi.
No. of Institutions, ...	1	1
No. on the rolls during 1866-67, ...	12	19
Average daily attendance, ...	10	16
Total expenditure, ... From Imperial Revenue, ...	18,244	19,314
Total expenditure, ... From Local Funds, ...	214	382

Statement of annual Results of University Examinations.

16. The prescribed statement of the results of the Calcutta University Examinations, for all Educational Institutions in the Punjab is subjoined:—

Years.	First Arts Examination.			Entrance Examination.		
	No. of candidates.	Passed.		No. of candidates.	Passed.	
		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.
1861-62, ...	...	...	...	10	(a) 4	1
1862-63, ...	...	...	...	12	7	1
1863-64, ...	...	...	...	35	(a) 15	10
1864-65, ...	...	...	...	43	(b) 15	16
1865-66, ...	20	5	5	75	(a) 15	8
1866-67, ...	17	4	..	81	18	4

(a) Including one School Master. (b) Including 2 School Masters.

Details of above results for 1866-67.

17. I give details of the above results for the year under review as usual: —

First Arts Examination, December 1866.

Names of Institutions.	No. of candidates.	Passed in			Failed in				
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics.	Mental and Moral Philosophy.
Government College, Lahore, ...	6	...	1	...	2	1	1	5	1
Do. Delhi, ...	* 7	...	1	2	...	...	2	2	...
College Department, American Presbyterian. Mission School, Lahore, ...	4	...	...	...	3	2	2	4	2
Total, ...	17	...	2	2	5	3	5	11	3

1 absent.

Entrance Examination, December 1866.

Names of Institutions.	No. of candidates.	Passed in			Failed in			
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.
Government Zillah Schools.								
Delhi, ...	17	...	5	1	10	...	5	6
Lahore, ...	15	1	2	1	6	...	4	10
Amritsur, ...	4	...	2	2	...	...	...	...
Goojerat, ...	6	...	1	...	5	...	3	3
Goojranwalla, ...	3	..	...	...	2	...	2	2
Mooltan, ...	3	1	2	...	...	...	...	...
Private Aided Schools.								
St. Stephen's College, Delhi,...	7	...	1	...	6	2	1	3
Jullundur Mission School, ...	5	...	...	...	5	...	...	4
Lahore, Do.	6	...	1	...	5	...	4	4
Amritsur, Do.	4	...	1	...	3	...	...	2
Amballa, Do.	3	...	...	...	3	...	3	3
University School, Lahore, ...	2	...	...	...	2	...	2	2
Bishop's School, Simla, ...	* 4	...	1	...	...	...	1	2
Teachers, ...	2	...	...	...		Not	known	
Total, ...	81	2	16	4	47	2	25	41

1 absent.

18. At the Calcutta University Examinations for Entrance and First Arts of December last, a new rule came in force by which successful candidates were divided into 3 instead of 2 Divisions: at least one-half of the maximum of marks being required for a place in the 1st Division, two-fifths for the 2nd, and one-third for the third. The rule insisting on each successful candidate gaining at least one-third of the maximum in each of the two languages at both Examinations, of one-third in Mathematics for First Arts, and of one-fourth in all other subjects for both Examinations, is still strictly observed.

New rule introduced at the Calcutta University Examinations for Entrance and First Arts, dividing the successful candidates into 3, instead of 2 Divisions.

19. Of 7 candidates from the Punjab for the First Arts Examination, only 2 passed in the 2nd, and 2 in the 3rd Division. This is rather below the average, as about one in three out of all the candidates who appeared at that Examination, proved successful. The Delhi Government College however did very well, passing 3 out of 7, although one of the latter number was absent from sickness at the time of Examination. The chief failures it will be seen were in Mathematics—no less than 11. English and History each added 5 more to the failures, and Mental and Moral Science also, and the 2nd language, *i. e.*, Arabic, 3 each.

Review of results of First Examination in Arts held December 1866.

20. There were 81 candidates for matriculation, but only 22 passed; viz. 2 in the 1st, 16 in the 2nd, and 4 in the 3rd Division. As on an average of the whole of the candidates, who appeared at this Examination nearly one-half were successful, the result as regards Punjab scholars must be considered decidedly unsatisfactory. The Delhi and Lahore Zillah Schools, in connection with the Government Colleges at those places, passed 6 and 4 respectively; Umritsur the whole 4 that it sent up, and Mooltan 3, one of whom was in the 1st Division. The Goojerat Zillah School, with the 3 Mission Schools at Delhi, Lahore and Umritsur, and the Bishop's School at Jutogh, each passed one. The chief failures were in English and Mathematics; viz. 47 in the former, and 41 in the latter; while in Geography there were 25, and in the 2nd language, *i. e.*, Urdu, only 2.

Review of results of Entrance Examination of the Calcutta University held December 1866.

LAHORE GOVERNMENT COLLEGE.

Lahore Government College: its Educational staff.

Principal,—G. W. Leitner, M. A., Ph. D.
Professor of Mathematics,—W. H. Crank.
Assistant Professor of Arabic,—Moulavi Alamdar Hosen.

21. During the year under review Dr. Leitner, the Principal, was deputed at the instance of the Bengal Asiatic Society to prosecute some philological enquiries into the languages spoken on the Northern borders of Cashmere. He obtained 3 months' leave for this purpose, at first from 4th August 1866, and this was subsequently extended for rather more than 4 months to 11th March 1867. Omitting the long vacation of 2 months then, viz., May and June 1866, and remembering that the year closed on the 31st March, Dr. Leitner was only at work in the College for somewhat less than 2 months throughout the year. The indisposition of Mr. Crank, the Mathematical Professor, especially for sometime before the University Examinations, was very unfortunate.

Dr. Leitner, the Principal, was only engaged in College work for about 2 months.

Notice of Professor Jardine as its Officiating Principal.

22. The post of Principal was most worthily and efficiently filled during Dr. Leitner's absence, by Professor Jardine from the Delhi Government College, who did all that was in his power to raise the standard of the classes and increase the number of students. His punctual attendance at the College hours, and his clear and careful lecturing were thoroughly appreciated by the ordinary students, and attracted some extra ones, so long as he was in the College. As an officiating incumbent though, he could not of course carry out all that he could have wished; nor could he in six months repair all deficiencies he found in the classes, which came under his personal tuition. His report, which accompanies Dr. Leitner's, gives further details of his management, which certainly promised if prolonged, to increase the popularity and usefulness of the College.

Its attendance, classification, &c.

23. The number of students is still 12, classified as follows:— first year 5; second 4; third 1; and fourth year 2. The average daily attendance throughout the year has been 10, and the annual cost of education per head has fallen from rupees 2,351 to rupees 1,846.

Its Zillah School, and branches attached.

24. The Zillah School maintains a status creditable to Messrs. Beddy and Thompson, the Head and 2nd masters, whose services are still employed to a large extent in the College. The number of scholars on the rolls has increased from 129 to 150, and the upper classes are well filled, there being 11 in the 1st, 10 in the 2nd, 13 in the 3rd, and 19 in the 4th. 47 boys have been promoted into these four upper classes during the year. The numbers on the registers of the Branch Schools have declined from 566 to 488, principally I believe, owing to other schools of the same stamp being started by one or more bodies of European and native gentlemen, who have formed or are forming what is called the Lahore University, or *Anjuman*, or Society for diffusing useful knowledge.

Delhi Government College: its Educational Staff.

DELHI GOVERNMENT COLLEGE.

Principal,—E. WILLMOT, B. A. *Professor*,—VACANT.

Assistant Professor of Arabic,—MOULAVI ZIAU-D-DEEN.

25. This College has been admirably conducted throughout the year under review by Mr. Willmot, the Principal. He has shewn the utmost devotion to his work, in the face of many difficulties and heavy discouragements. The transfer of Professor Jardine left him for all but one of the working months of the year, without any other European colleague, either in the College or Zillah School, but Mr. Doran, the Head Master of the latter, who has been officiating as Professor of English Literature and History in the former, and has performed his duties to the Principal's great satisfaction. For further particulars I beg to refer to Mr. Willmot's full and interesting report. I am glad to say, that the value of his services have been duly acknowledged, by the grant of a special allowance for the extra duties thrown upon him during the absence of Professor Jardine at Lahore, and subsequently by the permanent increase of his salary to rupees 700 per mensem.

Transfer of Professor Jardine to the Educational Department, North Western Provinces.

26. In March 1867, on being relieved of the Officiating Principalship of the Lahore Government College, Professor Jardine's services were transferred at his own request to the Educational Department, North Western Provinces, and we have thus lost a most zealous and talented Professor,

whose place it will be difficult to supply, for besides taking good honors in Mathematics and Classics at both the Universities of Cambridge and London, he was senior moralist of his year at the former, and had graduated in Law and been called to the bar.

Delhi College: attendance, classification, &c.

27. The number of students in the Delhi College, at the close of the year has fallen from 24 to 19, who are classified thus, 1st year 6; 2nd 8; 3rd 3, and 4th year 2. The average daily attendance has been 16. Owing to this decline in attendance, the annual cost of Education per head has risen from rupees 732 to rupees 1,231.

Delhi Zillah School, and Branches attached.

28. The Zillah School flourishes as steadily as ever, containing no less than 421 boys, of whom as many as 269 are in the six upper classes. The 1st contains 31; 2nd 28; 3rd 29, and 4th 37. The Branch Schools are also admirably fulfilling their purpose of giving elementary instruction, and relieving the Zillah School of the humble task of teaching little boys their A, B, C They contain 858 scholars, and some of them teach up to the 7th Class. Towards the close of the year, arrangements were made for the further extension and improvement of these Schools, by means of the grant-in-aid system.

Want of a sufficient number of Government Scholarships, the first great drawback to the success of the Government Colleges.

29. Both of the Colleges have suffered for want of a sufficient number of Scholarships for the students. The Supreme Government has ruled that Government Scholarships shall only be given (at the rates allowed in Bengal, viz., Rs. 27 to 32 per mensem for Senior Scholars, who have passed the First Arts Examination, and Rs. 10 to 15 per mensem for Juniors who have only matriculated) to one-third of the number of students actually attending Punjab Colleges. The mass of our students are poor, and burdened at an early age with family expenses. They have no difficulty with their general attainments and knowledge of English in finding employment, so that scarcely any but those who gain the few Government Scholarships offered, will continue their studies in College. I have already pointed out in several communications to Government, that the Punjab Colleges are placed in an infinitely worse position in respect of Scholarships, than those in other Presidencies, and I refrain from entering further into the subject here. The only remedy left is to raise funds for giving private Scholarships in the Colleges; but as an appeal lately made throughout the Punjab at the Honorable the Lieutenant Governor's suggestion met with no encouraging response, it is difficult to see how the requisite funds are to be procured; but I hope to raise them somehow.

Want of a 2nd European Professor, the other great drawback to the success of the Government Colleges.

30. The other drawback to the success of the Government Colleges in the Punjab, is the want of a 2nd European Professor in each. The appointments were promised when the Colleges were first established three and half years ago, but they have not yet been finally sanctioned. The last orders on the subject received from the Supreme Government ruled, that the appointment of a 2nd European Professor could not be made, until there were 4 College Classes. Since January last, 4 Classes have existed in each College; and although the number of students in some of the Classes is small, yet each Class, however small, requires separate tuition by European Professors, in from 4 to 6 distinct subjects of study. It is clearly impossible that the work of each College can be done by the Principal, and only one European Professor.

31. In both Colleges, and the Zillah Schools attached to them, English games and athletic sports occupy a good deal of attention during the cold season; and much credit is due as before to Mr. Thompson at Lahore, and Mr. Doran at Delhi, for the trouble they take to keep up a spirit of emulation in manly exercises among their Scholars.

Sports and Games at both Colleges.

32. The Societies for debating and essay writing at the two Colleges are, I may say practically at an end, and I doubt if College students will ever be able to find time for anything more than occasional essay writing, and that only in their 3rd and 4th years, in addition to their ordinary studies, until after they have passed their B. A. Examinations.

Societies for debating and essay writing at an end.

33. As no funds could be obtained for paying independent examiners during the year under review, the usual half-yearly examinations of the Colleges were necessarily conducted by the Principals and Professors and myself, one subject being generally allotted to each; but as far as possible a different subject on each of the two occasions. The results of these examinations were fully reported at the time to Government. They were generally speaking fair, and in some cases decidedly creditable to the Delhi College.

Half-yearly examinations of Colleges.

34. I have nothing new to communicate about the state of College buildings. They are exactly as reported in para. 34 of my last Annual Report for 1865-66. The Delhi College is still without the two rooms in the Institute building originally designed for it, and a late reminder to the Public Works Department about the Lahore College buildings has only elicited the information, that a revised plan and estimate is under preparation: of course no commencement has yet been made on the buildings, and it seems as if it were determined, that the buildings should not be commenced during the year 1867-68, for the provision regularly made for it in previous year's Public Works Budgets has been now altogether omitted, although, the matter has been under discussion for the last 5 years, and a site was purchased for it at a cost of rupees 40,000 some 4 years ago.

Want of proper College buildings.

SECTION IV.—GOVERNMENT SCHOOLS.

35. The statistics of all Government Schools are shewn in the prescribed form as below :—

Statement of attendance &c.

Description of Institutions.	No of Institutions.	No on the rolls during 1866-67	Average daily attendance.	Total Expenditure.	
				From Imperial Revenue.	From Local Funds.
Schools of the Higher Class, ..	24	7,922	6,753	1,24,884	32,397
Do Middle Class, ...	82	8,598	7,184	21,566	16,636
Do. Lower Class, ...	1,660	53,757	45,298	24,712	1,44,986
Female Schools, ...	296	6,198	5,534	8,865	13,036
Jail Schools, ...	22	4,690	4,315	299	2,383
Normal Schools, ...	7	279	236	18,492	16,800
Total, .	2,091	81,444	69,320	1,98,818	2,26,238

A.—GOVERNMENT ZILLAH SCHOOLS.

Zillah Schools: General Statistics, &c.

36. The number of Zillah Schools continues at 24, and the number of scholars has fallen slightly from 8,140 to 7,922; but the daily average attendance is somewhat better than before, being 6,753 instead of 6,610, and the number learning English is also a little higher, being 6,070 instead of 6,022. The proportion of Hindoos to Mahomedans is almost unchanged, being 5,768 to 1,793 There is a healthy increase in the amount of fees levied; viz. Rs. 11,636, as compared with 11,264 in the previous year. The annual cost of education per head has risen by a few annas only, being now a little over instead of a little under 23 rupees.

Closing of Branches of Zillah Schools for want of Funds, and their conversion as far as possible into Aided Schools.

37. It has been necessary at some places, through the insufficiency of the Government assignment, to close one or more of the branches of Zillah Schools, or to convert them into Aided Schools, wherever local funds could be obtained towards their support This has naturally produced a diminution in the attendance of these Schools, which is likely continue. For our efforts are now directed to the raising of local funds, with a view to the conversion of as many branches as possible into Aided Schools, so that more of the Government assignment may be set free for improving the main Zillah Schools themselves.

Services of Local Committees of Public Instruction

38. The interest taken by Local Committees of Public Instruction in the Zillah Schools varies considerably at different places, from utter apathy to an intelligent and conscientious regard for their welfare. The Committees which deserve commendation for their services during the year under review, are those at Delhi, Kurnal, Jhujjhur, Buttala, Noorpoor, Ferozepoor, and Rahoon

Progress in study, &c., at Zillah Schools.

39. The classification of boys attending Zillah Schools is shewn in the subjoined table :—

	Classes.										
	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	Total.
1865-66, ...	87	60	107	137	168	264	328	422	1,039	5,650	8,262
1866-67, ..	72	70	117	156	232	256	363	494	907	5,255	7,922

Except in the first class, there has been a very steady rise from the lower to the higher forms. Although the results of the University Entrance, as well as of the usual Departmental Half-yearly Examinations, have not been so satisfactory as could be wished, yet I am fully convinced that this only arises from the advance in the number and attainments of the classes having out-grown the number and efficiency of the Masters employed in many places, and that more cannot well be accomplished with the funds at present allowed.

Additional funds for Zillah Schools applied for: Supreme Government ruled that as average cost of each School already exceeded 3,000 rupees per annum, additional funds must be obtained from fees, or other local sources.

40. I have pointed out during the year the very large numbers attending our Zillah Schools, and the very low rate of education per head in comparison with other Presidencies, and have asked for an increase of rupees 2,000 per mensem to the Government assignment for those Schools, in order to provide additional and more qualified masters, urgently required to place many of these Schools on an efficient footing. The Government assignment for Normal Schools was fixed a year or two ago on the above considerations, but they are apparently not held applicable to the question of the proper cost of Zillah Schools. For it has been definitively ruled by the Supreme Government, that as the average annual cost to Government of a Zillah School in Bengal is rupees 3,000, *that* shall be the average limit of Government expenditure on each school of the kind in the Punjab; and that as that limit is already exceeded, the cost of improving the existing Zillah Schools, and of establishing new ones (there are only 24 to 32 Districts, though one in each District is the limit fixed by the Secretary of State), must be defrayed from fees and other local sources.

Increased rate of fees at Zillah Schools introduced at close of year.

41. The Honorable the Lieutenant Governor accordingly ordered such moderate increase in the rate of fees to be introduced as would effect these objects. The rate of fees has therefore been increased by one-half more everywhere, and in some cases it has been doubled. The new rate came into effect only at the close of the year, and will no doubt shew a much larger collection of fees in my next annual Report. But when less than 12,000 Rs. have hitherto been raised during the year in fees at these Schools, it is hopeless to suppose that 24,000 Rs. extra can be raised under the new rate during 1867-68, which is the additional sum required to render the Schools efficient. Much less can a still larger sum be expected from that source, sufficient to bear the cost of opening new Schools, and bringing their number up to the full complement of one for each District

Trusts to assistance from Municipal Funds, backed by equivalent grants-in-aid from government, to carry out the requisite improvement and extension of Zillah Schools.

42. Under late rules issued by the Honorable the Lieutenant Governor for the organization of Municipal Committees at all large towns in the Punjab, Educational Officers have been appointed members, and the attention of those Committees has been expressly called to the provision of the Act, under which Municipal funds can be legitimately

applied to Educational among other objects. It has also been ruled by the Supreme Government lately, that grants from Local Funds of any kind whatever, so long as they are voluntarily made, are eligible for a corresponding grant-in-aid from Government. I look now therefore to the assistance we may obtain from Municipal Funds, backed by an equivalent grant-in-aid from Government, to carry out the necessary measures involving extra expenditure for the improvement and extension of Zillah Schools

English games, and manly sports.

43. The remarks made in para. 40 of my last Annual Report for 1865-66, regarding the attention paid to the physical as well as mental training of the boys at Zillah Schools, holds good for the year under review, as will be seen from Inspectors' Reports.

Educational Durbars.

44. Those Reports also notice the several Educational Durbars that have been held during 1866-67, and which have exercised a good influence on the prospects of education in the localities, at any rate, where they took place.

Notice of the principal Masters of Zillah Schools.

45. It only remains for me under this section to notice the meritorious services of Masters of Zillah Schools. Messrs. Beddy and Thompson of Lahore, and Mr. Doran of Delhi, have been already mentioned. Mr. W. T. Lindsay B. A., of Umritsur, deserves special commendation for the care with which he had prepared all his candidates for matriculation. So also does Mr. J. D. Staines of Mooltan. Mr. Millett of of Peshawur, and now of Hooshiarpore; Mr. Kirkpatrick of the latter place, but afterwards appointed Head Master of the Delhi Normal School, and Mr. Buchanan of Goojerat, have also continued to work well. For notices of the other masters and teachers, many of whom have done excellent service during the year, I beg to refer to the reports of Principals of Colleges and Inspectors of Schools, which are given in the Appendix.

B.—GOVERNMENT TOWN SCHOOLS.

General Statistics.

46. The number of Town Schools is entered in the Returns as 82, instead of 71; but it would seem from Inspectors' Reports, that some of the Schools promoted from the Village grade do not by any means strictly fulfil the conditions necessary for such promotion, so that much stress cannot be placed on the mere increase of the number of schools noted above, nor on the corresponding increase of scholars from 6,999 to 8,598, and of daily attendance from 5,852 to 7,184 There are also 1,420 boys learning English, in place of 1,107 only. There are 5,702 Hindoos, 2,332 Mahomedans, and 564 Sikhs, so that there is no appreciable variation in the proportion of the different sects. The fees collected in the previous year were Rs. 1,330, and in the year under review, Rs. 1,511. The cost of education per head in these schools is a trifle lower; viz. Rs. 5-5-1, of which Rs. 3 only fall on Government.

General progress.

47. From the usual written examinations held by Inspectors, and from the periodical or occasional inspections of Educational and Civil Officers, referred to in para. 45 of my last Annual Report, and in those for former years I fully believe these schools, which are the best of the Vernacular ones under Government management, are doing much good. I would particularly draw attention to the remarks of Major Babbage, Officiating Deputy Commissioner, Goojranwalla, which are quoted

in para 22 of the Inspector's Report for the Rawul Pindee Circle, regarding the number of young men educated at the Government Village Schools, who have been found most useful in carrying out the work required of subordinates in the Settlement Department Lieutenant Nisbett, Assistant Settlement Officer, has also spoken to me in high terms of the intelligence with which duties quite new to them, have been performed by native assistants in the Settlement, who had been educated at Government Town or Village Schools, and of the advantage derived from having the work so efficiently executed by natives of the District, instead of having to import foreigners for the purpose from more civilized parts of the Punjab, or even from the older Provinces (as was found absolutely necessary, I believe, in the earlier Punjab Settlements) I add a table as usual, shewing the percentage of scholars in each class —

Percentage of scholars at the close of	Town School Classes							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1865-66,	0 4	1 5	3 9	5 2	8 3	16 6	16 6	47 5
1866-67,	0 6	1 2	3 9	5 0	8 4	14 8	15 8	50 2

C.—GOVERNMENT VILLAGE SCHOOLS.

General Statistics, &c

48 The number of Government Village Schools has fallen from 1,746 to 1,660 in accordance with the policy, duly approved by Government, of weeding out all those which were badly attended and but little appreciated by the people, and of applying the saving of expenditure thus effected to raising the salaries of the most efficient and successful teachers that remained. The number of Scholars on the rolls has decreased also from 55,593 to 53,757, but the daily average attendance is even better than before, being 45,298 to 45,073 The proportion of each sect among Scholars remains almost unchanged, viz., 26,823 Hindoos to 21,264 Mahomedans, and 5,670 Sikhs and others Those studying Urdu number 45,275, Persian, 17,580, and Hindi, 7,705, besides 262, who are acquiring the elements of English The collection of fees amounted to Rs 3,735, as compared with Rs 3,782 in the previous year The annual cost of education per head is a trifle lower than before; viz, rupees 3-11-11, of which only 0-8-9 falls upon Government

General progress

49 The state of these Elementary Vernacular Schools differs so much in different localities, that I must leave the Inspectors' Reports, given in the appendix, to furnish full information regarding them The percentage of scholars in each class differs very little from the previous year, and is shewn below —

Percentage of scholars at the close of	Village School Classes							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1865-66,	0	0 1	0 7	2 1	7 0	15 7	19 9	54 7
1866-67,	0	0 1	0 5	2 3	7 0	15 8	19 2	55 0

50. Rupees 46,602 have been spent altogether on school buildings during 1866-67. Of this Rs. 14,200 were sanctioned for repairs of existing buildings, and out of the balance of Rs. 32,402 four town and two village school houses were erected at a cost of rupees 5,445, while the balance was applied to the purchase of several Nuzool buildings used for Educational purposes, and which have now permanently become the property of the Department

Educational buildings erected and repaired during 1866-67.

51. I must here notice a new arrangement that is being introduced, with the sanction of the Supreme Government into the Dera Ghazi Khan District, for the improvement and extension of all middle class and inferior Schools. Rupees 4,180 per annum having been raised from private sources; viz :—

New arrangements introduced into the Dera Gazee Khan District, for the improvement and extension of Education.

From the Municipal Funds of the District,	...	Rs.	1,500
Increase to octroi of Dera Ghazi Khan,	...	„	500
Additional ½ percent on Land Tax of District,	...	„	1,600
Contributions from Chiefs of Rajanpoor Sub-Division,	...	„	320
Further additional ½ per cent on Land Tax of Do.	...	„	260 = 4,180

Government has given a grant-in-aid of rupees 2,688 for the year, or rupees 224 from to begin with. The ordinary assignment from the Educational Cess Fund for support of Vernacular Schools is to be amalgamated with the above sums, and the whole to form a fund under the Deputy Commissioner's immediate management for the maintenance of Schools generally throughout the District, of a lower grade than the Zillah School. With the increased amount thus available, it is intended to open an Elementary English School at Rajanpore; to raise the salaries of teachers, particularly at the best Vernacular Schools, and so secure the services of really competent teachers even for Village Schools; and to carry out such other measures as may appear to the Educational and Civil Officers, most calculated to render education popular and efficient. The amount available from the Educational Cess Fund is fixed and invariable, but that raised from local sources will it is hoped in time become larger, and in time the Government Grant-in-aid will also be proportionally augmented; and thus as the requirements of the schools naturally increase with the expansion of education, so will the pecuniary means of meeting them probably become to a larger extent availble. To Lieutenant Wace and Captain Minchin is due the organization of this scheme, which certainly promises well, and might advantageously be applied to other Districts. I trust this brief notice may induce Deputy Commissioners, generally, to turn their attention to this, or some other means of raising funds from private sources, to be supplemented by Government grants-in-aid, and the whole to be applied along with the usual assignment from the Educational Cess Fund, to the improvement and extension of Schools under their management below the grade of a Zillah School.

D.—GOVERNMENT FEMALE SCHOOLS.

52. The number of these has fallen from 333 to 296, chiefly in consequence of a ruling of the Supreme Government, that the annual assignment from Imperial Revenue for Female Schools, under the direct management of Dis-

General Statistics, &c.

trict Officers, should only be applied to those in which the majority of scholars were non-agriculturists; that it should be limited to rupees 10,000 per annum, and should only continue for three years, *i. e.* to close of 1867-68. At the end of that time the schools supported from this source must cease, unless arrangements can be made for carrying them on in future on the Grant-in-aid principle. It was also ruled, that the Educational Cess Fund can only legitimately be applied to the maintenance of Female as of Male Schools, primarily intended for, and principally attended by, the agricultural population. The number of scholars on the registers has fallen also from 6,834 to 6,198, but the daily attendance is little higher than before, being 5,534 instead of 5,363. There are 4,413 learning Urdu, 1,764 Hindi, 921 Persian, and 110 the rudiments of English. The annual cost of Education per head has been reduced from rupees 4-8-1 to rupees 3-15-4, of which rupees 1-9-8 falls upon Government. Further particulars will be found in Inspector's Reports.

E.—GOVERNMENT JAIL SCHOOLS.

General Statistics, &c

53. The number of these Schools continues at 22: the number of prisoners under instruction has fallen a little to 4,690, and the average daily attendance has been about the same as usual, viz, 4,315. There are 4,398 learning Urdu, 284 Hindi, and 116 Persian. The preponderance of Mahomedans over the other sects, remarked in the last two Annual Reports, has still further declined, their numbers being 2,375, to 1,735 Hindoos and 582 Sikhs and others.

SECTION V.—PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

General Statistics, &c

54 The prescribed Statement is as follows:—

Description of Institutions.	No of Institutions	No. on the rolls during 1866-67	Average daily attendance during 1866-67	Grants-in-aid given by Government.	Expenditure from all sources other than grants-in-aid given by Govt.
Colleges, .	1	10	11	5,546	2,294
Schools of the Higher Class, ...	21	4,701	4,006	59,847	54,763
Do. of Middle Class, ..	73	1,692	1,289	18,775	23,829
Do. of Lower Class, ...	2	160	169	1,008	1,164
Female Schools, ...	651	14,243	11,698	45,308	12,815
Normal Schools, ...	4	107	89	3,470	6,697
Indigenous Schools, ..	..	..	...	2,298	...
Total, .	752	20,913	17,262	1,36,252	1,01,562

Private College at Lahore.

55. The College Department of the Lahore Mission School has suffered like the Government ones, from want of a sufficient number of Scholarships to induce students to stay through a long course of study, extending over 4 years from Matriculation to B. A. Degree, and also from secessions consequent on the conversion of one or two of the Mission Scholars at Lahore to Christianity during the year under review. Hence the number of College students at its close has fallen from 15 to 10, of whom 4 are in their 4th year; 5 in their 2nd; and 1 in his 1st year. The annual cost of education per head is shewn to be Rs. 667, of which 459 fell upon Government. The only reason why this rate is lower than that obtaining in the Government Colleges seems to be, that the service of the Missionary gentlemen, who act as Principal and Professors to the College Department of the Lahore Mission School, can be secured without remuneration, and a nominal charge only is made for them in the accounts of the Institution.

Changes in regular monthly grants-in-aid.

56. The monthly expenditure on regular grants-in-aid made under Art. V. of the Revised Code, which stood at Rs. 6,293-8 in the previous year, has advanced to Rs. 10,785-12-0 during the year under review. The net increase has therefore been rupees 4,492-4 per mensem, as detailed in the following Statement: —

NAMES OF SCHOOLS.		Amount of new or additional grant given during 1866-67.			From what date.
		Rs.	A.	P.	
Increases.					
Henry Lawrence Memorial Asylum, Murree,	...	(a.) 1,150	...	..	
Bishop Cotton's School, Jutogh,	...	(b.) 475	..	...	1st May 1866.
Lahore High School,	...	(b.) 185	...	..	Do.
Dera Ismail Khan Mission School from ...	100 to 200	100	...	...	1st August 1866.
Delhi Female Normal School, " ...	75 to 150	75		...	1st Novr. 1866
Umritsur Mission School, " ...	250 to 300	50	..	...	1st May 1866.
" Female Orphanage, " ...	26 to 60	34	..	...	1st August 1866.
Loodhiana Mission School, " ...	125 to 175	50	..	.	1st May 1866.
Rawul Pindee Cantonment " " ...	20 to 30	10	...	...	Do.
Wuzeerabad Mission School, " ...	50 to 60	10	..	..	1st Novr. 1866.
Meean Meer Cantonment School, " ...	20 to 70	50	..	..	1st May 1866.
Elementary English Schools.					
Noh, District Goorgaon, from ...	20 to 25	5	...	..	1st May 1866.
Ferozepoor, " ...	20 to 25	5	..	..	Do.
Farukh Nagur, " ..	20 to 25	5		...	Do.
Sirsa, " ...	30 to 50	20	...	.	Do.
Montgomery, " ...	22 to 30	8	...	...	Do.
Lady Lawrence Girls' Schools, Umritsur, ..	...	56	..	..	Do.
Punjab Girls' School, Simla, ...	..	300	...	.	Do.
Dhurmsala Mission School, ...	.	15	...	...	Do.
Anglo-Sanscrit School, Lahore, ...	...	40	...	...	Do.
Christian Vernacular Education Society N. School Umritsur,...		100	...	...	Do.
Female Schools, Sealkote District, ...	...	416	...	...	1st April 1866.
Do. Kangra, "	...	125	..	...	1st May 1866.
Mission Female Schools, Mooltan, ..	...	25	...	.	Do.
Vernacular Schools Society, Diffusing Useful Knowledge, Lahore,		(c.) 50	..	..	Do.

(a).—Special Grant. (b).—These grants were fluctuating ones before. (c).—Not drawn during the year.

NAMES OF SCHOOLS.	Amount of new or additional grant given during 1866-67			From what date.
	Rs	A	P	
Female Schools, Hissar District,	20	.		1st May 1866.
Do. Bhewani, Hissar District, ...	16	.	.	Do.
Vernacular Lectures, Lahore Social D. U. K. .	100			Do.
Jullundur Cantonment School, ..	70			1st August 1866.
Peshawur Cantonment Mission School, ...	30			Do.
Regimental School, 4th Goorkhas, Jullundur, ...	50	..	.	6th June 1866.
Murree *cum* Rawul Pindee School, ..	200	..	.	1st May 1866.
College Department Lahore Mission School,	150		.	1st August 1866.
Male Orphanage Umritsur, . .	40			Do
Shujaabad Mission School, Mooltan District, ..	35		..	1st Decr 1866
Mission School Mooltan,	100			1st January 1867.
Regimental School, Corps of Guides Murdan, ..	20			1st October 1866.
Bedee's Female Schools, .	172	8	.	1st June 1866.
Elementary English Schools.				
Soonput, District Delhi, .	20	.		1st May 1866.
Furreedabad „ „	20			Do.
Mugyana „ Jhung,	30	.	.	1st August 1866.
Raiya „ Umritsur, ..	13			1st May 1866.
Munnee Majra,, Umballa, ...	15			Do
Kurtarpore „ Jullundur, ..	10		.	1st July 1866
Nokodur „ „ ...	15		.	1st October 1866.
Nawakote „ Lahore,	8	4	.	1st August 1866.
Hurriana „ Hooshiarpore .	16		.	Do.
Oormaran „ „ ..	16			Do.
Doosooha „ „ ..	16			Do
Khooshab „ Shahpore, .	15	.	.	1st Novr. 1866.
Pehoa „ Ambala,	15		..	1st May 1866.
TOTAL INCREASES, ...	4,571	12	.	
	Amount of old grants reduced or abolished			
Decreases.	Rs	A	P	
Subathoo Male Mission School from 50 to 30	20	.		1st August 1866.
Dhurmsala Vernacular School (abolished)	5			1st April 1866
Jugadhree Adult English School, (Do.)	12			1st October 1866.
Bunnoo Female Schools, (Do.) ..	20			1st April 1866.
Perozepore Female Schools from 25 to 17-8	7	8		Do.
Pehoa Elementary English School, Ambala District (abolished.)	15	.		1st Novr. 1866.
TOTAL DECREASES, ..	79	8		
NET INCREASE, ..	4,492	4		

57. The total amount disbursed on Grants-in-aid during 1866-67 has been rupees 1,36,252, as compared with rupees 93,258 in the previous year. As stated in para. 57 of my last Annual Report, the utmost attention has been paid to securing strict conformity from Managers of Aided Schools with the Revised Code of Grant-in-aid Regulations, and the apparent deficiency in the expenditure on such Schools from private sources, viz. rupees 1,01,562, as compared with the amount above noted of Grants-in-aid disbursed, arises from certain Schools receiving special grants, which are given without requiring an equal amount to be raised from private sources, and from some, like the Bishop's Schools for children of European descent, being allowed to accumulate funds for Endowment and Building purposes. *

Total expenditure on grants-in-aid, and corresponding expenditure from private sources in aided schools.

A PRIVATE SCHOOLS OF THE HIGHER CLASS.

58. Three new schools of this class have been added during the year under review: viz. Anglo-Vernacular Mission Schools at Mooltan and Bunnoo, and a school for children of European descent of both sexes held at Murree during the Summer, and at Rawul Pindee during the Winter. This last is attended by such very young children, that it will be more properly included among Middle Class Schools in future. The whole number of the schools is therefore now 21, but the aggregate of scholars on the rolls has fallen from 5,297 to 4,701, and the average daily attendance from 4,061 to 4,006. There are 3,092 Hindoo Scholars, to 1,271 Mahomedans, and 337 of other sects. The cost of education varies a good deal according to the nature of the school, those for children of European descent being naturally more expensive than the rest.

General Statistics, &c.

59. The decline of attendance is most apparent in the American Presbyterian Mission School at Lahore, the cause of which was explained in speaking of its College Department in para 55. This may possibly have had an effect on other Mission Schools, whose attendance has declined: viz., those of the same Mission at Loodihana and Ambala, and those of the Church Missionary Society at Peshawur, Narowal and Kangra. The Church Mission School at Umritsur, shews an increase of scholars from 172 to 522; but this I conclude is due to the extension of branches in connection with that school.

Decline of attendance in certain Mission Schools, attributable to conversion of one or two scholars to Christianity at Lahore Mission School.

60. No returns have been obtained from the Henry Lawrence Memorial Asylum at Murree, and the cause is as follows:—It had been ruled by the Supreme Government towards the close of 1865-66, that boarding charges were not to be included in the expenditure, a moiety of which forms one of the limits to the grant-in-aid. The Committee of management found it would be impossible for them to keep up the Institution with the reduced grant only, for which it would be eligible under this rule. The Supreme Government therefore was solicited to relax the rule in their favor, and this concession has been made accordingly; but notice of it was communicated too late in the year, to admit of the accounts being rendered in time for incorporation in the annual statistics on which this Report is based, or for the grant-in-aid to which the Institution is entitled, to be drawn during the year under review.

Henry Lawrence Memorial Asylum: non-receipt of Statistics explained.

* Agreeably to orders of Supreme Government separate statements of these endowment and building funds have been, as far as possible, obtained. They are given in the Appendix, as a sequel to Statement No. V.

General progress, &c.

61. Only *five* of all these Schools, which are considered as teaching up to the University Entrance Standard, had hitherto actually passed candidates for that examination; viz., the Mission Schools at Lahore, Delhi, Umritsur Jullundur, and Loodhiana, but to them must now be added Bishop Cotton's School at Simla. For further evidence of progress among these Schools, I must refer to the Inspector's Reports, and Tabular Statements appended to this report. I will merely say, that to the best of my judgment and belief, all are in their different localities doing the best they can to forward the cause of civilization and enlightenment, and that the Government aid afforded them is judiciously applied.

B.—PRIVATE SCHOOLS OF THE MIDDLE CLASS.

General Statistics, &c.

62. The number of these has increased from 52 to 73, of which 53 instead of 40 are now Elementary English Schools in connection with Government Vernacular ones, but supported strictly on the grant-in-aid principle. The aggregate of boys on the rolls has risen from 1,515 to 1,692; of whom 1,198 are Hindoos, 420 Mahomedans, and 74 of other sects, and exclusive of Anglo-Vernacular Scholars, who have been already reckoned among those attending the Government Vernacular Schools, to which Elementary English ones are attached. Including the latter, the average daily attendance comprizes 197 purely English Scholars, and 1,696 Anglo-Vernacular, belonging to the Elementary English, and 1,092 to the other schools of this class; or in all 2,985. On the whole too, 3,022 are learning English, 2,187 Urdu, 1,325 Persian and 371 Hindee. The remarks made in the preceding para. regarding the value of aided schools of the higher class in promoting the interests of education, are equally applicable in a minor degree to these Middle Class Aided Schools.

C.—PRIVATE SCHOOLS OF THE LOWER CLASS.

General Statistics, &c.

63. The grants paid by Government to the Society for Diffusing Useful Knowledge at Lahore, (1) for Vernacular Lectures, and (2) for its Library, have been entered under this head, as the object in both cases is, I believe, like that of Lower Class Schools, to teach the masses through the medium of their own Vernacular. There is besides one vernacular school at Loodhiana.

Statistics of Indigenous Schools collected; but are scarcely trustworthy.

64. In accordance with the wishes of the Honorable the Lieutenant Governor, an attempt has been made during the year under review, to collect statistics of all Indigenous Schools in the Punjab. This has been done through District Officers, as the inspecting agency of the Educational Department is far too limited, to admit of their undertaking it. The District Returns were directed to be sent to the Inspector by the beginning of October, so that during his cold weather tour, he might be able to see such of the Schools, as would accept his invitation to come with neighbouring Government Vernacular Schools to his camp to be examined. The Inspector was requested to give rewards to such Indigenous teachers and scholars, as seemed to deserve commendation, and to endeavour from such opportunities, as he and his Deputy Inspector could get during their tours, to test, and if necessary, revise the District Returns. As a rule, however, Indigenous School Masters appear to have held aloof from the Educational Officers, and the Inspector and his Deputy can in practice do little or nothing towards testing and revising the Returns. This remark is especially applicable to the formal Arabic and Sanscrit Schools, in which religious studies alone are pursued, and the Koran and

the Shasters are the main, if not the only, text Books. The Persian Schools, some of which are very good, seem more inclined than any others, to accept Government aid and supervision, and it is hoped that the number of them, which will seek Government grants under Article XIV of the Revised Code, will increase from year to year. Rupees 2,298 were laid out in Grants of this description during the year under review. I have included all Indigenous Schools in Statement No, VI. C., Private Schools of the Lower Class, but I have omitted their statistics from the general Statistics of Education throughout the Punjab, and refrain recapitulating them here, because I have no means of satisfying myself of even their approximate accuracy.

D.—PRIVATE FEMALE SCHOOLS.

General Statistics, &c.

65. The chief additions to this class of schools, have been the Punjab Girls' School at Simla for children of European descent, 128 schools in the Sealkote and 50 in the Kangra District managed by Native Committees under the guidance of the Deputy Commissioner, 7 more called the Lady Lawrence Girls' Schools in the city of Umritsur, and 5 others at Mooltan, the last 12 being in connection with the Church Mission at those Stations. Six schools managed by a Native Committee under the Deputy Commissioner's guidance at Bunnoo have been closed, and those under a Native Committee at Amritsur, which were erroneously put down last year as 288 instead of 114, have now been correctly reduced to 116. The mistake only extended to the number of schools and not to the number of scholars. On the whole then, the number of Private Female schools has fallen from 696 to 651, but the names of Scholars on the rolls have risen from 12,727 to 14,243, and the average daily attendance to a smaller extent, from 11,063 to 11,698; of these 8,444 are Hindoos, 5,406 Mahomedans, and 393 of other sects. There are 117 learning English, 3,703 Persian, 3,662 Urdu, and 8,507 Hindi, including probably Goormookhi. The annual cost of education per head, viz. 313 Rs. is higher at the Punjab girls' school, than at any other of the schools for children of European descent, whether for boys or girls. Considering that the Christain Girls' school at Lahore too, in connection with the American Presbyterian Mission, is attended almost exclusively by native children, the cost of education there, viz. 81 Rs seems rather high. With these exceptions, the cost of education seems moderate enough at these schools, and the average on the whole is less than 5 Rs. per annum, of which Rs. 2-13-9 falls upon Government.

INSTITUTIONS FOR SPECIAL OR PROFESSIONAL EDUCATION.

A.—GOVERNMENT NORMAL SCHOOLS.

General Statistics, &c.

66. The 7 Government Normal schools contained rather fewer students than usual at the close of the year under review, viz. 279, instead of 294 as in the previous year; and the daily average has been only 236 instead of 269. The Mahomedan students still preponderate greatly, except at Delhi, being 173 to 92 Hindoos, and 14 of other sects. All learn Urdu, and nearly all Persian; while the elements of English are studied by 108 and 13 read Hindi. Owing to the smaller attendance, the cost of education has also increased, from Rs. 116 per head to Rs. 149, of which however

only Rs. 7 fall upon Government. This rate contrasts favorably with that ruling in the only Private Normal School of the same description viz. that belonging to the Christian Vernacular Education Society at Umritsur, where each pupil costs annually Rs. 364, of which nearly 92 Rs. fall upon Government.

General progress, &c.

67. These Institutions continue to work as satisfactorily as can be expected The great difficulty is to secure the willing attendance of good students, from among Town and Village Teachers, or candidates for those posts, on the small stipends varying from Rs 3 to 5 per mensem, which are allowed by Government for the purpose. There can be no doubt that the men who do attend the Normal schools, with the exception of an incorrigibly lazy or stupid man occasionally received, are very much improved by their training, but it is to be regretted (though it can scarcely be avoided), that some of the best do not afterwards stick to the scholastic profession, but seek more lucrative employment in other Departments; while the vast majority have so little real love for learning for its own sake, that they make no effort to keep up much of the knowledge they have acquired, and before long fall off sadly in their Educational attainments. I reported fully on these and other points connected with the Government Normal Schools, with reference to the Lieutenant Governor's remarks in para. 12 of his review of my last Annual Report for 1865-66, and the explanations given in my No. 112, dated 5th December 1866, were considered satisfactory by His Honor, so that it is needless to enter into details again.

Decline in number of Normal Students who have gained Certificates of qualification, explained

68. In consequence of the term of instruction having been prolonged, and some of the Students who do not pass out of the Preparatory class in due time, being returned to their Districts as unsuited for the training of School Masters, the number of students who have left the Normal Schools with Certificates of qualification has considerably decreased; viz. from 177 in 1865-66, to 51 only during 1866-67. Details of these will found in the following table —

CIRCLE OF INSPECTION.	No. of Normal Students who have gained Certificates.				
	1st Grade.	2nd Grade.	3rd Grade.	4th Grade.	Total.
Amballa, ...		8	14	3	25
Lahore, ...	1	4	13	7	25
Frontier, ...				1	1
Total,	1	12	27	11	51

Trained and Untrained teachers at present employed in Vernacular Schools

69. From the usual return too, which will be found in the appendix, it will be seen that of 1,852 teachers now employed in Government Vernacular Schools; 1,285 have attended some Normal School, and with the exception of 219, who failed to pass, have gained Certificates of qualification of one grade or another. There are 155 now under instruction, and 412 still to be sent for training.

B.—PRIVATE NORMAL SCHOOLS.

General Statistics, &c.

70. To the 3 Female Normal Schools under private management which previously existed, has been added one for male students at Umritsur, which is in connection with the Christian Vernacular Education Society, and under the management and personal tuition of Mr. C. J. Rodgers, himself I believe a trained teacher from one of the Normal Colleges at home, who has been in India, for the last 3 years, and devoted himself to the study of its languages. The attendance at this School is very small, the daily average being 12, and the cost of education is consequently as high as rupees 364 per head. The Female Normal School at Delhi belonging to the S. P. G. Mission continues to work most successfully, and several of the students have gained situations as School mistresses in the neighbourhood. Of the Female Normal Schools at Lahore and Umritsur, under the management of native committees, I know nothing, except from reports occasionally received at long intervals from those Committees; for the Schools are not open to Government inspection, and the interference of Educational Officers has been prohibited. From one of these reports lately received from Umritsur, however, I gather that the students of the so called Female Normal School are not women, but men, who agree or promise to teach their female relatives, after they themselves have been duly educated. These men are provided with the usual stipends during their course of education. On the whole, there are at the 4 private Normal Schools, 107 students male and female, and the daily average throughout the year has been 89. Of these 64 are Hindoos, 40 Mahomedans, and 3 others; 6 learn English, 26 Persian, 44 Urdu, and 57 Hindi. The annual cost of education per head comes to rupees 114, of which rupees 37 falls upon Government.

SECTION VII.—SCHOLARSHIPS.

College Scholarships.

71. The final orders of the Supreme Government on the subject of College Scholarships were, that only one-third of the students actually attending Colleges in the Punjab, whether Government or Private, who had passed the First Arts and Entrance Examinations of the Calcutta University respectively, should receive them, at the average value ruling in Bengal for Senior and Junior Scholarships at Government Colleges. Under these orders, College Scholarships have been sanctioned for students as noted below from 1st January 1867, to the value of rupees 280 per mensem.

College Scholarships.

No.	Names of Students in order of merit.	Colleges in which studying.	Class.	Value of Scholarships.
	Senior Scholarships.			Rs.
1	J. Baston, ...	Lahore Mission, ...	4th year, ...	32
2	G. Lewis, ..	Do.	Do.	27
3	Bharon Pershad, ...	Delhi Government, ...	Do.	27
4	Pundit Ram Narain, ...	Lahore " ...	3rd year, ...	27
5	Hurdial Singh, ...	Delhi " ...	Do.	23
	Junior Scholarships.			
1	Sundhee, ...	Lahore Mission, ...	2nd year, ...	14
2	Sheo Nath, ...	Delhi Government, ..	Do.	12
3	Janki Dass, ...	Do.	Do.	12
4	Nund Kishore, ...	Do.	Do.	11
5	Jai Kishen, ...	Lahore Government, ..	Do.	11
6	Wajid Ali, ...	Do.	1st year, ...	14
7	Kesree Singh, ...	Delhi Government, ...	Do.	13
8	Khittur Chunder, ...	Do.	Do.	13
9	W. Harris, ...	Lahore Government, ...	Do.	12
10	Hurree Chund, ...	Do.	Do.	11
11	Toolsee Ram, ...	Delhi Government, ...	Do.	11
12	Bashashur Nath, ...	Do.	Do.	10
			Total Rupees, ...	280

Scholarships at Government Zillah Schools.

72. The aggregate number and value of Scholarships given in Zillah Schools, is a little higher than before, being 230 of the value of rupees 404-8 per mensem, instead of 215 only worth rupees 382 per mensem: details are shewn in the subjoined table:—

Names of Schools.	Number of Scholarships.	Highest amount of any Scholarship.			Lowest amount of any Scholarship.			Aggregate value of the whole of the Scholarships per mensem.		
Delhi, ...	16	4	...	...	2		..	48	...	..
Rowaree, ...	10	5	...	...	1	.	.	27	...	..
Kurnal, ...	8	3	..	...	1	.	...	15	...	...
Rohtuk, ...	10	4	...	..	2	.	...	25	.	...
Jhujjur,	14	3	8	.	..	8	.	20	...	...
Jugadhree, ...	14	4	...	..	1	.	..	24	.	..
Simla, ...	9	4	..	...	1	.	...	17	..	...
Bhewani, ...	4	3	..	.	2	..	...	10	..	...
Lahore, ...	10	2	.	..	2	.	...	20	..	...
Rahoon, ...	11	1	..	..	..	8	..	7	..	...
Hooshiarpore, ...	4	1	.	..	1	...	...	4	..	...
Buttalla, ...	9	2	.	.	..	8	...	9	8	...
Umritsur, ...	14	4		.	1	.	..	30	..	...
Mooltan, ...	13	1	..	..	...	8	...	10	...	...
Noorpore, ...	8	1	.	.	...	8	...	6	...	...
Ferozepore, ...	10	2	.	.	...	8	...	11	.	..
Goojranwala, ...	4	4			1	.	...	12	..	..
Sealkote, ...	5	3			1		...	12	..	...
Goojerat, ...	16	5	..	.	1	.	...	30	...	...
Bhera, ...	10	3	.	.	1	..	...	16	...	...
Jhung, ...	10	3		.	1	...	...	17	...	...
Peshawur, ...	14	4			1	.	...	25	...	..
Dera Ghazee Khan, ...	4	2	.	.	1	.	...	6	...	.
Abbottabad, ...	3	1	.	..	1	...	...	3	.	...
Total,	230	70	8	..	25		.	404	8	...

SECTION VIII—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

Students of Government Colleges and Zillah Schools obtain employment with ease; but purely Vernacular Scholars with difficulty.

73. I have nothing to add to remarks on this subject made in my previous Annual Reports; but at the Lieutenant Governor's suggestion I have compiled a return, shewing as far as can be ascertained, the present position, and salary or income of all belonging to Punjab Schools, whether Government or Private, who have passed the Entrance Examination of the Calcutta University. Omitting two Head Masters at the top of the list, it will be seen that one student holds a Government appointment of rupees 200 per mensem, another of 120, and two Tutorships to native chiefs of 100; while all the others, except those continuing their studies at some one of the Punjab Colleges, have taken up official or private employment, and are earning incomes varying from rupees 90 to rupees 25 per mensem. These facts, and the statistics given in Mr. Willmot's Report, of the employment obtained by boys leaving the Delhi Zillah School during 1866-67, bear me out fully in the opinion I have always expressed, that the native youth educated at our Zillah Schools and Colleges can always obtain a decent livelihood, even if their English attainments are but slight. But it is by no means equally easy to find employment for the youth educated at our Vernacular Schools, because in the nominations to Vernacular Offices under Government, no practical value is set upon many subjects taught in those Schools, which cannot well be omitted from the curriculum without ignoring what are, I may say, universally held to be the elements of a liberal education by every civilized nation. The question of an Elementary Examination of candidates for subordinate Government employ, which was brought forward some three years ago, with a view to obviating this difficulty, and was referred to in para. 68 of my last Annual Report for 1865-66, appears to have been dropped.

SECTION IX.—THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

The stagnation and in some cases decline of English Education, accounted for.

74. The usual table of the numbers learning English at various kinds of Educational Institutions throughout the Punjab, does not shew the same expansion of English Education during 1866-67, as in previous years. In the case of Government Colleges and Zillah Schools, I attribute the stagnation to want of funds for scholarships in the former, and for a larger and more efficient educational staff in the latter, and for the extension and improvement of their Branch Schools. These causes however scarcely affect the Aided Schools, and the positive decline in the numbers learning English at such Institutions, arises to the best of my judgment and belief from the panic, as it were, consequent on the conversion to Christianity of one or two native scholars, belonging to the American Presbyterian Mission School at Lahore. This has undoubtedly rekindled prejudices against the study of the English language among natives in many parts of the Punjab. And while on this topic, I cannot conscientiously omit to notice that a movement, with which to

some extent I cordially sympathize, for promoting Oriental Education and encouraging Vernacular Literature, which was started at Lahore some two years ago, and during 1866-67 has been pressed, under the Lieutenant Governor's patronage, upon the attention of all Government Officials and the Native Chiefs and Gentlemen of the Punjab, has had a bad effect on the progress of English Education; however little such a result may have been expected or wished for by the promoters of the proposed Oriental University at Lahore. The injury however is certain not to be permanent.

Students of English at	At the close of				
	1862-63.	1863-64.	1864-65.	1865-66.	1866-67.
Government Colleges, ...	..	7	31	36	31
„ Zillah Schools, ...	2,516	4,398	5,665	6,022	6,070
„ Female Schools, ...	...	53	162	188	110
„ Jail Schools, ...	...	31	154	1	...
Private Aided Colleges, ...	...	...	16	15	10
„ Schools of Higher Class, ...	2,420	2,538	3,355	4,277	3,236
„ „ of Middle „ ...	...	...	1,745	2,454	3,022
„ „ of Lower „ ...	898	1,332	...	...	...
„ Schools, Female, ...	...	...	102	109	147
Government Normal Schools, ...	...	...	39	79	108
Private Aided Normal Schools, ...	...	...	...	...	6
Total, ...	5,834	8,359	11,269	13,181	12,740

SECTION X.—BOOK DEPARTMENT.

Purchase of Stock.

75. During the year under review, the books brought on stock have numbered 1,28,408, and cost Rs. 42,497, as compared with 1,64,265 and Rs. 55,324 in 1865-66, which was an exceptionally high year in this respect. Of the above, 52,802 were English books worth Rs. 25,861; and 75,606 Oriental, worth Rs. 16,636.

Supply of books to Branch Depôts, &c., and amount credited to Government.

76. Books to the number of 1,00,352, and to the value of Rs. 32,727 have been supplied during 1866-67 for sale, &c., to District Depôts, Head Masters, &c.; from whence Rs. 46,500 have been recovered, and paid into the Lahore Treasury on account of sale proceeds of the books supplied in that and previous years.

77. The *bonâ fide* sales of the year under review have comprized 84,954 books, &c., valued at Rs. 22,658; being 13,900 less in number, and Rs. 3,567 less in value, than those of the previous year. Details will be seen in the following table:—

Actual sales.

	Number.	Amount.
By District Educational Establishments, ...	36,673	6,623
„ Head Master of Zillah Schools, ...	25,635	6,954
„ Do. Normal Schools, ...	4,887	1,124
„ Deputy Inspectors, ...	563	124
At Central Book Depôt for Cash, ...	17,196	7,833
Total, ...	84,954	22,658

78. 3,078 Books, Maps, &c., to the value of rupees 1,973 have been gratuitously distributed for use among Government Vernacular Schools; and 9,395, worth rupees 3,664, have been given away in prizes. Jails have also been supplied with 958 books, worth rupees 145. Books of reference, &c., to the number of 726, and to the value of rupees 3,288, have been sent to the Libraries of Colleges and the best Zillah Schools. Each Inspector of Schools has been furnished with a Telescope, and Magic Lantern with suitable slides, in order that they may be exhibited at Schools and Educational gatherings during Inspectors' cold weather tours, or whenever a suitable opportunity occurs.

Books distributed for School and Library use, and as prizes.

79. In the course of the year, 57,672 books worth rupees 10,635 have been brought out at the Government Educational Press in connection with my office.

Government Educational Press.

80. The following new books have been published by the Department:—*Isharatu-l-talim*, a Manual of Method for Normal schools and teachers, compiled by Moulavi Karimu-d-din, Deputy Inspector Lahore Circle, under the guidance and with the aid of Mr. Alexander, the Inspector of Schools in that Circle. *Nukat* and *Rukat-i-Ghaleb*, a Brief Grammar and Letter Writer in Persian, by Nawab Asadullah Khan of Delhi. *Chiragh-i-hidayat*, Moral Lessons in Urdu by Moonshi Muhammad Ali.

New School books.

CONCLUDING OBSERVATIONS.

81. The annual Reports for 1866-67, on the 3 Institutions of a Military character connected with this Department, but provided for in the Military Budget, will appear as usual—(viz. that of the Lawrence Military Asylum at Sanawur, already submitted to Government with my number 179 dated 28th June 1867, in a separate pamphlet, and those of the Bengal Military Normal School—Female Department—at Kussowlee, and of the Roman Catholic Institutions for girls at Simla, which have just come to hand, and will be submitted very shortly)—in the Appendix to this Report, when printed.

Notice of 3 Military Institutions, connected with this Department, but provided for in the Military Budget.

82. To the Civil Officers generally throughout the Province, I desire to tender my best acknowledgments, for the cordiality with which they continue to co-operate with the officers of this Department, and the attention they bestow in the midst of other multifarious duties, on the Educational Institutions under their immediate management. I append a list, as usual, long though it be, of native gentlemen who have been specially noticed and recommended by the Civil and Educational Authorities for reward or honorable mention, on account of their services on behalf of education during 1866-67.

Assistance received from officials of all grades.

No.	Name.	Rank or designation.	District.	Tahsil or Village.
		AMBALLA	CIRCLE.	
1	Saaud Deen, ...	Tehsildar, ...	Ambala, ...	Ambala.
2	Moonshi Hamud Ali, ...	"	"	Ropur.
3	Baba Harbakhsh Singh, ..	Bedee, ...	"	"
4	Lala Hushnak Roy, ...	Chowdhree, ...	"	"
5	" Achhru Mul, ..	"	"	"
6	" Pirthi Chund, .	"	"	"
7	" Kupooria Mul, ...	"	"	"
8	Said Bahadur Husain Khan, ...	Tehsildar, ...	"	Piplee.
9	Munshi Ajoodhya Pershad, ...	Rev. Serishtadar,	"	Ambala.
10	Syed Burkut Ali, ...	Tehsildar, ...	"	Jugadhree.
11	Moushi Mahtab Singh, ...	Dy. Inspr. Police,	"	Pehoa.
12	Monshi Ajudhiya Preshad, ...	Tehsildar, ...	"	Naraingurh.
13	Mohomed Rashidu-d-din, ...	"	"	Kharr.
14	Lala Gobind Jus, ...	Chowdhree, ...	"	Kharrar.
15	Sirdar Mit Singh, ...	Hony. Magistrate,	Loodihana, ...	Mullandh.
16	Sirdar Haqiqut Singh, ..	"	"	Bir.
17	Indar Mul, ...	Merchant, ...	"	Sidwan.
18	Mr. Pollock, ...	Tehsildar, ...	"	Loodhiana.
19	Salamut Ali, ...	"	"	Semrala.
20	Radha Kishen, ...	"	"	Jugraon.
21	Ghulam Hasnain, ...	Chief Mohurrir,	"	"
22	Ghulam Qadir, ...	Teacher, Mis. S.	"	"
23	Lalla Salig Ram, ..	Treasurer, ...	Delhi, ...	Delhi.
24	" Ishree Pershad, ...	Son of Do. ...	"	"
25	" Wuzeer Singh, ...	Raees, ...	"	"
26	Raja Devi Singh, ...	"	"	"
27	Raja Lall, ...	Tehsildar, ...	"	Balubgurh.
28	Rai Ram Chuna and Ramdhun,	Lumberdar, ...	"	Nangul Riya.
29	Salig Ram, ...	Master A. S. ..	Goorgaon, ...	Furrukhnagur.
30	Pundit Kishen Jiwan, ..	Resident, ...	"	Sonah.
31	Chuni Lall, ...	Zumindar, ...	"	Tauru.
32	Bisal Singh, ...	Lumberdars, ...	"	Harsairee.
33	Khairat Ali, ...	Police Sergeant,	"	Bohara.
34	Husain Ali, ...	Hakim, ..	"	Furakhnagur.
35	Tafazzul Husain, ...	Police Sergeant,	"	Shajahanpore.
36	Harrak Chund, ...	Judl. Serishtadar,	"	Goorgaon.
37	Hari Ram, ...	Asst. "	"	"
38	Sham Lal, ...	Ex. Asst. Commr.,	Kurnal, ..	Kurnal.
39	Hargobind Jiwan, ..	Tehsildar, ...	Rohtuck, ...	Jhujjur.
40	Iqrar Ali, ...	"	"	Gohana.
41	Baboo Piyari Mohun, ..	Head Clerk Dy. Commr.'s Office,	Sirsa, ..	Sirsa.
		LAHORE	CIRCLE.	
42	Sunda Khan, ...	Lumberdar, ...	Jullunder, ...	Mahalum.
43	Ram Chund, ...	Sowar, ...	"	Kurtarpore.

No.	Name.	Rank or designation.	District.	Tehsil or Village.
		LAHORE CIRCLE.—*(Contd)*		
44	Opar Dass, ...	Sowar, ...	Jullunder, ...	Kurtarpore.
45	Luchmi Sahai, ...	Offg. Tehsildar,	"	Jullunder.
46	Oody Ram, ...	Teshildar, ...	"	Phillour.
47	Sodee Sookha Singh, ..	Raees, ..	Ferozepore, ...	Chowgoon.
48	Bhai Sunder Singh, ...	"	"	Durowli.
49	Akbur, .	Lumberdar, ..	"	Dhurmkote.
50	Sungut Singh, ..	"	"	"
51	Kazi Ghulam Kasim, ...	Naib Teshildar,	"	Zeerah.
52	Kanh Singh, ...	Lumberdar, ...	"	Wan.
53	Chooggur Singh, ..	"	"	Soryenwala.
54	Rukun-d-din, ...	Raees, ...	"	Mullowal Jadeed.
55	Lena Singh, ...	Tehsildar, ..	Lahore, ...	Shurrukpore.
56	Dhunput Rai, ...	"	"	Choonian.
57	Bhag Singh, ..	Jageerdar, ...	Hooshiarpore, ...	Poor.
58	Ghulam Ghous, ...	Lumberdar, ..	"	Ajram.
59	Yusuf Khan, ...	"	"	Tanda.
60	Bhaga, ...	"	"	Burlu.
61	Shere Zaman, ..	"	"	Meeani.
62	Sirdar Boor Singh, ...	Raees, ...	"	Mokareean.
63	Jey Kurn, ...	Lumberdar, ...	"	Dittarpore.
64	Hameera, ...	"	"	Gugrete.
65	Motee, .	"	"	Sunguai.
66	Ghota, ...	"	"	Umbota.
67	Jowharee, ...	Sowar, ...	"	"
68	Pertab Singh, ...	Lumberdar, ...	"	Umle.
69	Gobind, ...	"	"	Khud.
70	Sewaya Singh, ...	Sowar, ...	"	Oonah.
71	Sidhoo Mul, ...	"	"	"
72	Boodh Singh, ...	Lumberdar, ...	"	Mamjewal.
73	Sodee Hurnam Singh, ...	Raees, ...	"	Anundpore.
74	Mohamed Hosen, ...	Chowdiree, .	"	Nungal.
75	Kasim Ali, ...	Dy. Inspr. Police,	"	Noorpore.
76	Meeran Bux, ...	Biswadar, ...	"	Sabha.
77	Dusoundee, ...	Lumberdar, ...	"	Mahmoodpore.
78	Pohlo Mul, ...	Tehsildar, ...	Goordaspore, ...	Pathankote.
79	Thakoor Dass, ...	"	Mooltan, ...	Loodhran.
80	Bheik Mul, ...	Mohunt, ...	Goordaspore, ...	Goordaspore.
81	Mahomed Ali Shah, ...	Raees, ...	Umritsur, ...	Futtehgurh.
		RAWUL PINDEE CIRCLE.		
82	Mehdee Khan, ..	Tehsildar, ...	Rawul Pindee, ...	Pindi Gheb.
83	Hakim Rai, ...	"	"	Kahuta.
84	Jagat Narain, ...	"	Jhelum, ...	Jhelum.
85	Irshad Ali, ...	,	"	Chakowal.
86	Golab Rai, ...	"	"	Tulagung.
87	Hakim Rai, ...	"	Goojrat, ...	Phalia.
88	Soorj Koul, ...	"	"	Goojrat.
89	Boli Ram, ...	Naib Tehsildar,	"	"
90	Ghulam Mohiu-d-din, ..	"	"	Kharrian.
91	Eshur Dass, ...	Sanscrit Tr. Z. S.	"	Goojrat.
92	Kishen Singh, ...	Member of Edul. Committee,	"	"
93	Gyan Singh, ...	Manager of Female Schools,...	Goojranwalla,	Goojranwala.
94	Gouri Shunker, ...	Tehsildar, ...	"	Wuzeerabad.
95	Morad Ali, ...	"	"	Hafizabad.
96	Hurgo Lall, ...	"	Sealkote, ...	Sealkote.
97	Ram Sahai, ...	"	Shahpore, ...	Khushab.
98	Rahimu-d-din, ...	"	Jhung, ...	Jhung.

No.	Name.	Rank or designation.	District.	Tehsil or Village.
		FRONTIER	CIRCLE.	
99	Imambux Khan, ...	Chief, ...	D. G. Khan, ...	Rajanpore.
100	Jamal Khan, ...	"	"	Choti.
101	Fuzulu-d-din, ...	Tehsildar, ...	"	Jampore.
102	Gholam Hydur Khan, ...	Chief of Loond tribe,	"	Dera Ghazee Khan.
103	Sheikh Ferozeu-d-din, ..	Tehsildar, ...	Mozuffurgurh, ...	Kot Oodoo.
104	Nawab Khan, ...	Mulluk, ...	Bunnoo, ...	Mecanwallee.
105	Shadi Beg Khan, ...	"	"	"
106	Jahandar Khan, ...	"	"	"
107	Gulbeg Khan, ...	"	"	"
108	Mahomed Anim Khan, ...	"	"	"
109	Fash Khan, ...	"	"	Vutta Kheyl.
110	Mahomed Khan, ...	"	"	Mecan Kheyl.
111	Sobat Khan, ...	"	"	Nawar Kheyl.
112	Mir Khan, ...	"	"	"
113	Arbab Alum Khan, ...	Arbab, ...	Peshawur, ...	Peshawur.

Notice of Office Establishment.

83. Of my office assistants, Baboo Shama Churn Bose, the Head Clerk, I regret to say has suffered much during the year from ill health, which incapacitated him from performing his duties with the usual accuracy and regularity. Baboo Chundra Nath Mittra, the Curator; and Baboo Ramjus, the Second Clerk, have continued to discharge their duties to my complete satisfaction.

A. R. FULLER, Major,

Director of Public Instruction, Punjab.

Lahore, *the 16th July* 1867.

APPENDIX.

REPORTS OF PRINCIPALS OF COLLEGES AND INSPECTORS OF SCHOOLS.

LAHORE COLLEGE.

PRINCIPAL.—DR. G. W. LEITNER, M. A., PH. D.

I have the honor to lay before you herewith the Reports of the Lahore Government College, and Zillah and Branch Schools for the year 1866-67.*

II —During this official year, the above Institutions were under my charge from 1st April to 4th August 1866, and again from 11th to 31st March 1867. In the interim, Professor Jardine of the Delhi College, Officiated in my room as Principal. His report for that period is herewith submitted.

III —On 1st April 1866, there were 12 students in the College.

Viz 1st Year Class, .. 4. 2nd Year Class, ... 6: 3rd Year Class, ... 2.

Kanya Lal of the 1st year class left in April 1866, and Bishen Singh of the 1st year class in July 1866.

On the 4th August 1866, when I made over charge to Professor Jardine, there were 10 names borne on the Register of the College. These were all regular students, and the Officiating Principal was in error when he wrote in his Report, that *one* of them was a *casual* student. With regard to the number of students in the College on my resuming charge in March 1867, I beg to state that on Saturday the 9th of March 1867, the last day of the Officiating Principal's attendance at the College, he left on the Register the names of 12 regular and 5 casual students; and that of the latter only one, Pundit Eshur Pershad, has continued his attendance The other 4, Mr Birch, Ram Kishen, Sookh Dial and Balmokund, all of the 2nd year class, may be considered as having left on the 9th of March 1867, since they never appeared at the College again after that date.

On Monday the 11th, when I took charge there were.—

In the 1st Year Class,	... 6 students.	In the 3rd Year Class,	... 1 student.
In „ 2nd „ „	... 4 „	In „ 4th „ „	... 2 „

Ram Sarn, of the 1st year class, left on 13th March 1867, for an appointment of 20 Rs per mensem in the office of the Chief Engineer, Punjab.

There were thus only 12 students in the College at the close of the official year now under report.

IV.—There have been no changes deserving of note in the staff of the College, or Zillah School and its Branches. The Head Master's Report on the latter is herewith submitted.

OFFG. PRINCIPAL.—MR. W. JARDINE, M. A.. L. L. B.

[*N. B.—This Report was left at the College to be submitted with the Annual Report of the Principal to Director's Office*—DIR. P. I.]

I have the honor to lay before you my Report of the Lahore College for the period during which I have been officiating as Principal, viz, from the beginning of August 1866 to the 11th of March 1867.

During this period the subjects prescribed by the University for the several examinations have been diligently read. Since the beginning of 1867, however, we have had four classes, and hence it has been impossible

for us to include history among the subjects read in College hours: several students have been studying Sanscrit. I am happy to be able to report a considerable increase in the number of our students, due partly to the influx of new men after the Entrance Examination in December, and partly to the formation of classes specially adapted for clerks and others, whose employments did not permit of their attending at the ordinary hours. On my taking over charge in August, I found the classes composed as follows:—

1st Year College Class, ... 2: 2nd Year College Class. ... 6: 3rd Year College Class, ... 2.

TOTAL NUMBER OF STUDENTS, ... 10.

Of these ten, one was a casual student, and the average attendance was eight. During the seven months referred to, six students left College. Their places however have been more than supplied by the admission of 11 new students, of whom 5 are casual students, that is to say, attend only for about 2 hours a day. During February the average attendance was 16, and though it had been probable that this standard will not be maintained, yet the increase is to be regarded with considerable satisfaction. The classes were thus composed on my giving over charge to the Principal:—

1st Year College Class, ...	6	3rd Year College Class, ...	1
2nd " " "	8	4th " " " ...	2

Of whom, four are morning students only. I have never considered it to be a worthy object to detain students in the College who could obtain employment suitable to their acquirements, but while I have encouraged them to accept the better classes of appointments, I have warned them of the shortsightedness and folly of jumping too hastily at offers of 30 Rs. a Month. Many of them are fitted for higher work, and it is to be regretted that so few of them have ambition enough to bide their time. My advice has however been so far effectual, that only one student of the six that have left us, has taken less than 60 Rs. a Month. The following detail will show that though their names no longer appear in the Muster Roll of the College, they are doing good work in the Public Service and otherwise:—Ram Chund of the 2nd year class was appointed Head Master of the Jhelum Aided School on 60 Rs. per mensem. He afterwards became Tutor to the son of the Raja of Kotler on 100 rupees per mensem—Bhagut Singh, a most promising student, succeeded Ram Chund as Head Master of the Jhelum School on 60 rupees per mensem—Wohab-ood-deen of the Second year class is officiating Master in the Umritsur Collegiate School on 70 rupees per mensem, Ram Kishen of the 2nd year class is a Clerk in the Accountant General's Office on 40 rupees per mensem, Hurree Chund of the 1st year Class without informing me, accepted appointment as Tutor under the Maharaja of Kapurthulla. Pundit Pram Nath is seeking employment.

The admissions have been from the following sources:—

Late students of the Lahore Mission College, ...	2	Lahore Zillah School, ...	3
Umritsur Zillah School, ...	3	Morning Students, ...	5
Goojerat Do., ...	1	TOTAL, ...	14

Those who passed the Entrance Examination of 1866 from this part of the Province, numbered I believe 12, of whom 7 entered the College. I endeavoured to induce all to come, but found that the other five were not disposed to do so. I must here advert to the absolute necessity of having some definite, well digested, and well understood system of granting scholarships. The mere fact that for two or three months after the men pass their examination, it remains doubtful whether they will get any assistance or not, is enough to induce the poorer ones to leave the College, and I believe there will be great difficulty in working the Bengal System* in this province, so as to avoid the annihilation of the College. I had already found it necessary to appoint several students in the College to be monitors in the School on small salaries, by which means they are enabled to live while pursuing their studies. It is not however a very satisfactory system. I regret to have to allude to the failure of 5 out of 6 students at the first Examination in Arts in December 1866. All these five failed in Mathematics; 3 of them in some other subjects also. The subject of Mathematics has always been found to be difficult to native lads in the Punjab, and the failures in this subject at the Entrance Examination were also very numerous. The College classes also suffered from the indisposition of the Professor of Mathematics during the month preceding the Examination, and my inability to take up his duties in addition to my own. In such emergencies the need of the 2nd Professor is specially felt. Of the Entrance

** It can scarcely be called the Bengal System, for there they have a fixed No. of Government College Scholarships available every year. Here the No. is to fluctuate according to the No. of students attending College, only ⅓rd of the latter being entitled to such Scholarships.*—DR. P. I.

Class, 4 only out of 15 candidates succeeded in passing; but the failure was not exceptional, as other Schools fared no better.

I have made few changes in the College system during the period under review; the following may be mentioned:—

The rules for leave have been made more strict and definite with the best effect.

The hours have been altered, and some additional time given to meet the requirements of the Morning students, who were thus enabled to work with the regular classes. An attempt was made to establish a Law class, but for a variety of reasons this scheme, though a promising one, never reached maturity. Several meetings, took place, and about 6 students expressed a wish to attend. I hope the idea may not altogether die, I wish to recommend to you as deserving of thanks, Mr. Carr Stephen, Barrister at Law, Extra Assistant Commissioner, who offered to assist me in carrying out the scheme.

Athletic sports have, under the able guidance of Mr. D. W. Thompson of the Zillah School Staff, been assiduously encouraged. Foot-Ball has been played throughout the winter with wonderful energy and spirit, though with some disregard of rules, and I have little doubt that another year will witness great improvement.

A meeting was held in February for the purpose of competition in various games between the Umritsur School and the various Schools of Lahore. There was a picturesque gathering of boys in distinctive costumes, and the games were well contested. Two Cricket Matches were played; one between the Government Schools and the High School, which resulted in the victory of the latter by a narrow majority of runs; and one between Lahore and Umritsur Schools, which was drawn after an arduous struggle.

His Honor the Lieutenant Governor kindly distributed the prizes to the successful competitors at the conclusion of the sports. All the Schools concerned are greatly indebted to His Honor for the great encouragement which his presence afforded, and to Major Mercer and Mr. H. S. Nicholetts for the valuable assistance rendered by them.

A return Cricket Match was played at Umritsur between the Schools. The Lahore boys brought home the bat as a trophy of victory.*

* *The match was played for a cricket bat, supplied from subscriptions specially raised for prizes at the Athletic Sports meeting.*—DR. P. I.

I leave Mr. Beddy the Head Master to report in detail on the Zillah School, which he has conducted with the greatest perseverence.

In conclusion, I have to speak in the highest terms of the general good conduct of the College Students. I need make no exception to this praise, while the Senior Students, Pundit Peara Lall, and Sanjhi Mull, and Pundit Ram Narain have set an admirable example to the whole College; Pundit Peara Lall in particular, manifests a real love of learning for its own sake, which I believe to be very rare indeed among our students. I beg to recommend for your thanks, Mr. Crank the Professor of Mathematics; Moulvee Alumdar Hussain, the Arabic Assistant Professor; Mr. Beddy and Mr. Thompson of the Zillah School, who have ably assisted in the College work; and the school staff generally. Mr. Tremlett, Assistant Commissioner, who examined the Latin Class in the School; and Baboo Nobeen Chunder Roy, who examined in Sanscrit in the Departmental Examination in December 1866.

DELHI COLLEGE.

PRINCIPAL.—MR. E. WILLMOT, B. A.

I have the honor to submit my Annual Report for the year ending March 31st, 1867.

Number on the boards, and average attendance for the last 3 years.

1.—The table here appended will show the number on the boards in each Class, and the average daily attendance for the last three years.

	Questionists.	Senior Sophs.	Junior Sophs.	Fresh men.	Total.	Average daily attendance per cent.
1866–67	2	3	8	6	19	93
1865–66	0	2	11	11	24	87½
1864–65	0	0	8	7	15	73

The Column of average attendance is worth notice; it has been carefully compiled from previous reports; viz., 1864–65, Statements pp. VI, VII; and 1865–66, Statements pp. IX, X. I must explain however that the average 93 entered for 1866–67 is only calculated from July 30th, 1866, on which date, being very dissatisfied with the lax attendance, I issued a new and very strict Code of Leave rules; if the attendance for the whole year had been entered it would have been under 91. At all events the column shows a steady increase of 20 per cent in the average daily attendance in the short space of 3 years; which is, I submit, an improvement of very great importance.

Average Attendance greatly improved.

2.—The Delhi College and Collegiate School may be looked upon in two aspects; first as an Educational Institution preparing young men for *life*; second as *an Academy*, affiliated to the University of Calcutta. I proceed to lay before you its results for the past year in both functions.

Two aspects of the College and Schools.

3.—I, *as an Institution preparing young men for the world.* The following table shows the appointments which have been obtained by students of the College since January 1st, 1866:—

Name.	Value of Appt.	Passed Entrance.	Passed 1st Arts.	Name.	Value of Appt.	Passed Entrance.	Passed 1st Arts.
	Rs.				Rs.		
Piari Lal, ..	25	1862	...	Mutho Mull, ...	30	1865	...
Mukhun Lal, ...	35	..	...	Nasir Ali, ...	30	...	...
Buldeo Sahai, ..	35	...	..	Bhola Nath, ...	45	..	...
Sohun Lal, ..	100	.	1865	Dabi Pershad, ..	40	.	...
Chundo Lal, .	25	1865	...	Vuzir Singh, .	30	..	..

From this it appears that 10 students have been appointed to offices at an average salary of Rs. 40 *per mensem.* By an assessment which I have had made within the last few months, I find that the total income of the parents or guardians of 450 Boys in the Zillah School is Rs. 14,000 per mensem, which gives an average of Rs. 31 per mensem to each boy's friends. It appears therefore, that the Education which the School and College have afforded to the 10 Students who have taken appointments, has placed them in a (pecuniary) position higher by Rs. 9 per mensem, at the very outset of their lives, than their parents. In the Zillah School also the following boys have obtained the emoluments attached to their respective names:

Appointments obtained by College Students.

Appointment obtained by School Boys.

Name	Pay Rs	Class	Name	Pay Rs	Class
Bugwant Sing,	40	I	Punna Lal	30	III
Madho Ram,	50	I	Baldeo Sahai,	30	IV
Reazool Hussen,	30	I	Hurgobind,	20	IV
Gungul Sing,	20	I	Jeevan Lal	15	IV
Baldeo Sahai,	30	I	Kalee Banerjee,	20	IV
Baij Nath	25	I	Phol Chund	15	IV
Budree Pershad,	30	II	Nanuck Chund,	30	IV

Whence it is seen that 14 boys have obtained salaries averaging Rs 27 8, a most satisfactory result, especially when it is considered that the average age of the boys thus well placed for life is certainly under 17 years I believe that in general these young men from the College and School have given satisfaction to their superior officers or employers The Inspectors of Schools for the first Circle of the North Western Provinces, and for the Amballa Circle of the Punjab, have been pleased with their work and general conduct, and with regard to Sohun Lal Tutor to the Rajah of Chirkari the Government Agent writes —"I examined the young Maharajah "in his English Studies, and was much pleased to find that he was progressing therein, and that he gives promise "of acquiring a knowledge of that language befitting his position His Tutor, Sohun Lal appears to be sensible "of the importance of the duty entrusted to him, and I have every hope that he will continue to perform it "satisfactorily"

4 II *As an Academy affiliated to the University of Calcutta* The success of this College as an Academy affiliated to the University of Calcutta, will be best discovered by comparing it in three ways first (*a*) with the general average of all affiliated Colleges, secondly (*b*) with the kindred Colleges of the North Western Provinces and the Punjab, and thirdly (*c*) with the two Colleges of Lahore, in conjunction with which it undergoes a half yearly Departmental Examination

3 Modes of comparison, (a) (b) and (c)

Comparison with the Colleges of Bengal Entrance Class

5 (*a*) The returns of the University of Calcutta for the December Examination of 1866, show that out of 1,350 candidates for Entrance, 638 passed, while from Delhi out of 17 6 only passed The Delhi School therefore passed only 35 per cent of candidates sent up, whereas the general average was 47 per cent this comparative failure is to be attributed to the too sanguine temperament of the masters of the school, who remembering the very high success of the year before, (70 per cent for Delhi to a general average of 33) permitted too many candidates to enter, instead of more judiciously thinning the class before the examination

1st Arts Class Dya Narain broke down before the examination

Again of 7 candidates for First Arts from this college 3 passed, and 1 was absent, in the whole examination of 426 candidates, 131 passed and 43 were absent that is generally 34 per cent passed, while from this College 50 per cent passed I may here mention that Dya Narain, Arnold Silver Medalist for 1864 and by far the best man in his year, broke down from ill health half a year before the examination, or he would have certainly added one more name to the successful candidates

(b) Comparison with other Colleges of North Western Provinces and Punjab

6 (*b*) The annexed table shows the numbers of candidates from the Government Colleges of Agra, Bareilly, Lahore and Delhi, and the numbers passed —

	Entrance			1st Arts		
	Candidates	Passed	Percentage successful	Candidates	Passed	Percentage successful
Agra, .. .	10	6	60	1	1	100
Bareilly, ...	11	3	27	5	2	40
Lahore .	15	4 .	27	6	1	17
Total,	36	13	36	12	4	33
Delhi,	17	6	35	6	3	50

I need not point out the comparative merit of the Delhi College in this table; it only remains to explain that the Benares College has been excluded from this comparative sheet, as the students being Bengalies have no points in common with the four more Northern Colleges.

Position of the Delhi College in the examinations of the Department.

7 (c.) I shall now collate the results of the Departmental examinations during the past year. In July 1866, Lala Wazir Singh's scholarship of rupees 120 for the best Mathematician in the Department, was awarded to Bharon Pershad of this College. This student can hardly be too highly commended for the diligence and hopefulness with which he worked for this prize: Sangi Mul of the Lahore College had never been beaten in Mathematics; in July 1865 he was first in that branch of study by 64 marks to 45, and in October by 80 to 64. Yet in the examination for the scholarship, Bharon Pershad was *facile princeps*. That this was no accident which another examination would reverse, is proved by the examination of December 1866, in which Bharon Pershad was again very far ahead.

Bharon Pershad, gains Lala Wazir Singh's Scholarship of Rs. 120.

Examination, July 1866.

8. In the Departmental Examination of July 1866 in the first year Class, 11 students from the whole of the Punjab underwent examination; of these 4 only passed, all from Dehli: in the 2nd year class, 12 students were examined, only *one* passing, and he from Dehli: in the 3rd year Class, Bharon Pershad would have been first of the 8 students, only that we were unable to procure the books on philosophy till after the examination; though he made no marks in that subject he was second altogether, and obtained Lala Wazir Singh's Scholarship for Mathematics. In the Departmental Examination of December 1866, in the 1st year College Class, out of 7 students who underwent examination 3 passed, all from Dehli: in the 3rd year Bharon Pershad was placed first of the 4 who were examined. These results, whatever importance be attached to them, are I think comparatively satisfactory as regards this College.

Examination, Decr. 1866.

Government Scholarships in the Punjab Colleges.

9. The statistics of the number of Government Scholarships gained in public competition, among the students of the three affiliated Colleges in the Punjab are also extremely satisfactory, as far as the Dehli College is concerned. The following table will show the numbers of scholarships in the three Colleges:—

Name of Institution.	Senior Scholarships.		Junior Scholarships.		Total.
College.	Questionists.	Senior Sophs.	Junior Sophs.	Freshmen.	
Lahore Mission, ...	2	0	2	0	4
Lahore Government, ...	0	1	0	3	4
Delhi Government, ...	1	1	3	4	9
Percentage obtained by Delhi College, ..	33	50	60	57	53

From the above it will be seen, that while our 4th year men hold but *one-third* of the total Scholarships awarded by the results of the University Examination, the 3rd year men obtained *half*, and the 2nd year and 1st year men *three-fifths*; a result which indicates that not only has the College never failed in the proportion of Scholars it should supply; but also that it has steadily produced a larger proportion year by year, and now holds more than half (nine-seventeenths), the whole number of Scholarships awarded in the Punjab.

Detrimental effect of the present system of Scholarships.

10. On this point, although the success of the students of my own College is so great, yet I cannot but express my opinion that the system of Scholarships at present working is a most dangerous experiment: for while it cannot be denied that the effects of our labours in placing otherwise very poor persons in a way to make a competency with ease, and to move on a higher social level than their fathers are not to be slighted, nevertheless it must be remembered that each student of this College (though we pay no rent and find no board) costs as much as a boy at Rugby, and at the sister College more than a boy at Eton, [Report 1865-66, statements pp. IX, X]. If it had been the object of the Punjab Government, to provide institutions where boys could get such beginnings of education, as would fit them for work worth rupees 30, or rupees 50 *per mensem*, there would be no reason for regret: but it is evident from the magnificent expenditure sanctioned, that Government had a far greater object in view, and proposed to provide a far higher order of Education. Moreover it is the *grounding* in the Zillah School,

not the *finishing* in the College which fits the boys for appointments out in the world, as may be inferred by observing, that students who have passed the Entrance Examination only, (and many who have not achieved even that) get situations of remuneration not considerably less than those who have passed the First Arts. [See para 3]. Thus we cannot avoid the conclusion, that the results on which we most congratulate ourselves, might be produced by a far less expensive system; and that we cannot speak of any *real* success, until we find some inducement to keep our students reading for a much longer period, and to a much higher standard.

Constant diminution of the numbers of students from their inability to maintain themselves.

That inducement will, I humbly submit, be found in Scholarships alone. I have before me a file of 4 letters (received within the last two months) from respectable hard-working students, all very nearly to this effect. "Sir, as by the new system of one Scholarship to "3 passed students I shall be left without the means of support, I beg you to give "me a recommendation to Captain Holroyd, Inspector of the Amballa Circle, or to "Mr. Deighton of the N. W. P., that I may obtain some appointment in the D. P. I. I am, &c." These 4 * men will doubtless leave the College. The loss of these four men will increase the average cost to Government per student by one-fifth of its present amount, and will reduce the numbers on the board to less by one-fourth than they were this time last year, though we have had an accession of 7 boys newly matriculated in January last. It becomes therefore a mere matter of calculation to discover how long this or any other College may last, as has been ingeniously shown by a distinguished Mathematician lately in this Department. For if the Bengal system of Scholarships just keeps the Bengal Colleges *in statu quo*, as it does; then, given that the Punjab students are either poorer or less desirous of English Education than Bengalis, the Punjab Colleges must cease in a finite time. For if 8 scholarships distributed among 24 successful candidates, only induces (say) 16 to go on reading; in the next year 5 Scholarships among 15 (all supposed successful but one) will only induce 10; in the 3rd year 6, in the 4th year 4, *i. e.* one only in each class will remain after 4 years.

The Principal's regret at having to deface a fair report with these remarks.

I am aware that it is not the business of the Principal of a College to criticise the economical policy of the Local or Supreme Government in an Annual Report; but I submit that it is his paramount duty to point out such weak points of a system, as his intimate connexion with it, and daily observation of its working qualify him more than any other person to discover. I therefore do not hesitate to record my opinion that the Punjab Colleges must not only fail eventually, but must very soon absolutely cease, unless a very much greater annual grant for scholarships be substituted for the present system. The Bengal system † is inapplicable to the Punjab for many other reasons, and specially for these, (1) that the Colleges of the Punjab are comparatively new and require fostering at first: (2) that our students are far poorer than those of Bengal Colleges, as is easily seen by noticing that the fee paid by one of our students is less in the ratio of 1 to 3, 4 and 5 than that of a Bengal student. I am convinced that a liberal expenditure in scholarships in this college, would not only not increase the average cost to Government of each student, but would *immediately* reduce it very considerably, and in two or three years would certainly reduce it by more than half. In the Colleges of Agra and Bareilly (I speak on reliable information), every student gets a scholarship of from rupees 9 to rupees 20, whereas in Delhi only one student in 3, gets a scholarship of the same value. It is impossible that this very extraordinary difference can be any thing but speedily fatal to the last Institution, and I, as its Principal, should be wanting in a proper interest in my work, if I did not honestly deplore, that the general munificent expenditure of Government on this College, should be rendered entirely nugatory, by this disastrous frugality in so trifling a matter.

His conviction that the present system must break up the Colleges.

His conviction that a liberal expenditure on Scholarships would cease the evil.

The system in the Punjab and N. W. P. contrasted.

† *Government allows 24 senior scholarships of the value of rupees 693 per mensem, and 160 Junior of 1,880 rupees per mensem to students attending Colleges in Bengal, and I presume this amount of Government encouragement is found necessary for the successful working of those Institutions. If the Punjab were similarly favored in proportion to its population, it should have 9 senior scholarships of rupees 260 per mensem, and 60 Junior of rupees 705 per mensem in all.*—DIR. P. I.

Minor matters

11. Thus much then for the general progress of the College; I have a few minor matters of detail to call your attention to.

The Library.

12. The Library of the College has been enriched in the last year by the addition of many valuable books of reference and standard works, of which a detailed account has been furnished in the monthly contingent Bills and the Curator's accounts. I am however of opinion, that the sanction of a fixed sum per annum, say rupees 500, as at the Bareily College, [see Report

* Three of them have left since March 31st, to which date this report is confined.

North Western Provinces 1865-66, page 4 para 10] would be more advantageous than our present system.* I am happy to say that the new Librarian, Sri Ram, a questionist, attends to the duties of his office with great diligence: the books in his charge are well labelled and catalogued, and the system of registration laid down in your *Draft of Rules for School Libraries* is carried out most efficiently. I have found the optical and Mechanical apparatus attached to the Library, (such as prisms, lenses, hydrometers, model pumps, &c,) of very great use in teaching the mixed Mathematics to the two higher Classes.

* *This can be done. There is an assignment for the purpose in the Budget.* DIR. P. I.

13. The students continue to read "the Illustrated London News" and the Local Newspaper with interest, and I think with some advantage; at least I do not find petitions for leave couched in the ridiculously pompous and florid language of which I complained a couple of years ago, [Report 1864-65, page 43. para. 5]. The Libarian's register also indicates that a fair amount of books is read privately by both School boys and Collegians: from it I discover that the younger students read Romances and Stories of Adventure with avidity, but that as they advance towards the B. A. degree, they select works on Language, Literature, and Science, in preference to light reading. This is, I venture to state, as it should be, and, at all events, is very like what obtains in England among young men, who have free access to a well assorted collection of books.

Newspaper reading.

Sri Ram the Librarian.

Students' choice of books for private reading.

14. Athletic Sports have increased in popularity with all classes and ages. Two prize meetings have been held, one in December and the other in March. At the former, His Honor the Lieutenant Governor and yourself were present, and, I am told, (for I was absent, as Examiner in Literature for the Calcutta University), expressed yourselves well satisfied with the Gymnastic performances of the competitors, and with the general orderliness of the arrangements. I attribute the improvement exhibited in many branches of the Athletics in the subsequent meeting of March, to the interest His Honor the Lieutenant Governor evidently took in the success of the boys. Nothing gives a greater impulse to a matter of this kind, than an unaffected interest evinced by the higher Officers of the Government. The English population of Delhi has been of the most essential service in promoting these games, simply by attending them; but especial thanks are due to Mr. Stogdan of the Civil Service, and Mr. Hamilton of the Punjab Railway, for their assistance in the management of the races. Mr. Doran, Officiating Professor in the College, assisted by Mr. Kirkpatrick, Officiating Head Master of the Zillah School, superintended the arrangements on both occasions. The Reverend Mr. Smith, Curator of the Queen's Gardens, placed them at our disposal on both occasions, and though more than six hundred of our own boys were on the ground, and a large crowd of other Natives, I do not think he had any reason in damaged flower-beds, or turf, or shrubs, to regret his kindness. Cricket has been playing under Mr. Kirkpatrick's direction during the cold season; but as the only available piece of land is from time to time required for Military purposes, no very noticeable progress has been made in the Game.

Athletic Sports.

Encouragement to our Games by His Honor the Lieut. Governor, and the European population of Delhi.

Cricket.

15. I record with great pleasure, as indicative of a healthy tone throughout the College and School, that the Students collected among themselves, entirely without suggestion from without, a subscription of more than rupees 200 towards the Orissa famine fund.

Orissa famine fund subscription.

16. To pass from the consideration of the recipients of education to the Instructive staff, I have first to regret that during the whole of the past Academic year, Professor Jardine lectured here for no more than two months.* You will form some estimate of the loss which this College has suffered from his absence, by observing the gain of the sister-College from his presence. He left Dehli on the last day of July 1866, to officiate as Principal of the Lahore College; and upon the cessation of that appointment, he was elected Law Professor of the North Western Provinces. We are not likely to see his like again as a Mathematician, or Lecturer on Metaphysics. Mr. Cooke also—who though his substantive appointment was the Head Mastership of the Zillah School, was engaged in Professorial duties during the 18 months in which he served in the Punjab—left Delhi on the 1st of May for a Professorship in the Agra College. A very fair share of the past and present successes of the Dehli College are due to his energy and perseverance in teaching. He was a good Professor all round, and nothing would give me greater pleasure than to find myself again at work, with him for my Lieutenant.

College Staff.

* *May and June being the long vacation.*—DIR. P. I.

Professor Jardine resigned March 26th 1867.

Mr. Cooke resigned April 30th 1866.

17 In consequence of this, since July 30th 1866 the whole work, except the tuition of the Oriental languages, has been done by Mr. Doran and myself. Knowing as I do, that His Honor the Lieutenant Governor has laid it down as a principle, that a report is intended to be a record of progress, [Report 1864-5 p. 8, para. 36] I still feel it my duty to state unreservedly that *the work has not been well done.* It is not without extreme chagrin that the head of any institution is compelled to allow that himself and his assistants are unequal to the duties of their position. But truth leaves me no alternative but the mortifying admission, that I do not feel myself, with the assistance of a single professor, competent to teach the Classes of this Affiliated College to the prescribed standard. I trust that you will understand this matter, and will not mistake this plain statement of my confessed inadequacy, for a protest which would be unbecoming alike to my position and this occasion. Since December 1865, two Europeans only have worked this College, consisting for 12 months of 3 Classes, and for 3 months of 4. We have attended the College during the whole number of prescribed hours. Daily each of us teaching from the time of opening to the time of closing. It must not be supposed that we either of us complain of this; on the contrary, I myself have been amply recompensed for increased labour by a very adequate remuneration, for which you Sir, obtained the sanction of the Supreme Government: nevertheless *the work has not been well done*; and it is impossible for a protracted campaign to be successful, if it be no more than a continuous forlorn hope. I consider that two of our three 1st Arts students, who were plucked in the late University examination, failed entirely from want of tuition. One was plucked in History, and the other in Mathematics; of the former our crippled scheme of studies allows us to take no notice at all, and for the latter makes but a sorry provision. Moreover we have not even the moderate assistance which, I am informed by Mr. Jardine, is obtained at Lahore, by pressing the upper masters of the Zillah School to serve in the College. Our Zillah School is so inadequately officered, that it is far more likely to borrow than to lend: in fact it is only owing to the generosity of the Inspector of Schools for the Amballah Circle, that the School has been able to exist at all during Mr. Doran's officiation for the Professor. The four classes of the College ought to get each four hours a day tuition in their English subjects, (*i. e.* in Mathematics, English, History and Metaphysics) this gives a total of 16 hours a day. A Principal and a Professor cannot certainly give more than 10 hours instruction a day, and I am inclined to think that even the most robust cannot *really teach* for five hours a day. Be that as it may, we have done it for a year; but still the remaining *six* hours have to be accounted for. My present scheme of College Class work is so arranged, that the necessary neglect is spread equally over all classes: this I have thought the best plan; but doubtless I might have secured a temporary reputation for my Professor and myself, by attending only to the two classes which are examined next December, and entirely ignoring the others. I have also somewhat alleviated the difficulty by compounding the Questionists and Senior Sophs. into a single class for their Mathematical exercises; but this of course can only last for a short time, and is after all a very trying remedy; for by this system it happens that the lower Class has been obliged to read Hydrostatics before Dynamics, which is much as if one should learn to hop before learning to walk. The students themselves too begin to suspect, that they are not fairly circumstanced in competing with the Colleges of Bengal and the North Western Provinces, which have a third Professor. I have had many applications for leave of this form, "Can I go Sir, for the "last two hours? There is no one to take us." Again a day's sickness of either of us, or a heavey office correspondence, or the occasional necessity of supervising the Zillah School, or of inspecting a Branch School, or any of a hundred emergencies that will arise, cripples us entirely. In my report last year (par. 5) I made this remark: "that we shall not long suffer from the very serious drawback of a numerically inefficient staff, is "one of the greatest encouragements to us both, who certainly at present are doing our work under most undeniable "difficulties." Now as then we still hope on for assistance, but there is this difference, that the work is not done, and the hard earned success of the College will all be blotted out by certain failures in the Examination of December and January next, unless we are speedily relieved. With an adequate staff both our B. A. candidates ought to pass for certain, and 7 out of our 8 First Arts. With our present hands the vessel can but float, and that but for a short time.

Mr. Doran and Mr. Willmot.

Principal's apology for adducing reasons why the College has not been more successful.

Instances in the University Examination.

Assistance of the Zillah School Masters not available in the College.

Requisite hours of English tuition.

Competition with 3 Professored Colleges impossible.

Urgent necessity for more hands.

18. The classes have been taught the Arabic part of their course by Moulavi Zeouddin, and have always passed in the Departmental and University Examinations with very great credit. The pay of the Moulavi was raised on the first of January; I think his constant energy and ability have well deserved that reward. I regret to say that, owing to the pressure of other work I have

Moulavi Zeouddin Professor of Arabic.

been obliged to discontinue my last year's practice, of personally correcting the translations from Arabic and Urdu into English of the higher forms. This will be resumed at a convenient opportunity.

Zillah School.

19. With regard to the progress of the Zillah School, the results of its examinations have already been commented on in this report, and the appointments secured by boys who have left have been noticed: for further details I have forwarded Mr. Doran's report in original.

Branch Schools. Lalah Wazir Sing. Patrons generally.

20. The Branch Schools—of which I also forward the Superintendent's report for your satisfaction on any minor point—have done fair work during the year: of the changes in their constitution and working, just instituted by yourself, I shall have to report at length next year. In the mean while I have to commend to your especial notice, Lalah Wazir Sing, who of all the inhabitants of Delhi is most enthusiatic and generous in the advancement of Education of every kind in this city. I must also mention Lallas Salig Ram, Issri Pershad, and Sahib Sing, who have attended carefuly to the schools of which they are patrons. Rajah Dabi Sing also must not pass unnoticed in a district, where the wealther inhabitants so little encourage Government Education.

AMBALLAH CIRCLE.

INSPECTOR—CAPTAIN W. R. M. HOLROYD.

I have the honor to submit my yearly Report, on the progress of education in the Amballah Circle during 1866-67.

The Inspector returned from Europe in January last, and was appointed to officiate as Director Public Instruction, in addition to his other duties.

2. I returned from leave to Europe on Medical certificate in January last; and took over charge of the Amballah Circle from the late Mr. Hutton, who had officiated during my absence. I was appointed, within a few days after my arrival, to officiate as Director of Public Instruction in addition to my other duties, during your absence on three months' privilege leave.* I have been in charge therefore, of the Amballah Circle for little more than two months of the year under report, during which time I was unable, owing to press of work at Delhi, to devote much time to inspection. My report is based principally on the notes of Mr. Hutton, and on examinations conducted by Lallah Baldeo Sahai, the able and energetic Deputy Inspector of the Circle.

* *23rd January to 23rd April* 1867.—DIR. P. I.

The Deputy Inspector.

3. Lallah Baldeo Sahai has discharged his duties in a very creditable manner. He is energetic, and hard working, and particularly well qualified for the appointment he holds. He is a very intelligent man, possesses a good knowledge of the English and Persian languages; and is skilful in examining in the various subjects taught in our Schools. I hope that it may soon be possible to promote him. His salary is only Rs. 100 per mensem, and in the event of his accepting another appointment, I should be quite unable to find any man at all qualified to succeed him. His duties are of course much more onerous and responsible, than those of the Deputy Inspector of a District.

Zillah Schools.

4. During the past year there has been some diminution both in the average attendance at Zillah Schools, and in the number of students whose names are borne on the rolls. This is confined principally to the Bhewani and Simlah Schools; the attendance in most of the others having improved.

Their origin.

5. When the Educational Department of the Punjab was first organized, a large Staff of Deputy and Sub-Deputy Inspectors was employed, similar to that which exists to this day in the North-Western Provinces: after a few years all these Officers were dismissed; and the savings thus effected were expended on the establishment of Zillah Schools. In the first instance, one English teacher was in most cases appointed; and since then Government have from time to time sanctioned a somewhat larger expenditure, until the Schools reached the footing on which they now stand. Great difficulties, however, have been constantly experienced, owing to the want of funds sufficient to maintain them in a flourishing condition.

The Secretary of State has ordered that one Zillah School should be maintained in each District. In the Punjab there are 32 Districts, and only 24 Zillah Schools.

6. The Secretary of State has laid down that one Zillah School should be maintained in each District. There are in the Punjab 32 Districts and 24 Schools; and the Schools in my Circle at all events, are not provided with a staff of teachers capable of doing justice to the boys.

It was hoped that funds sufficient to maintain such Schools would be supplied by Government.

7. I always hoped that as soon as the fianancial embarrassments which followed the mutiny should be fully overcome, Government would be prepared—after taking into consideration the number of students to be instructed, the salaries at which it is possible to procure teachers, and the circumstances of the towns where Schools are situated—to sanction an expenditure sufficient to maintain in each District, one School capable of teaching up to the Standard of the Entrance Examination of the Calcutta University. It has, however, been lately ruled by the Supreme Government, that the expenditure on Zillah Schools shall be determined by different considerations.

Increase of fees ordered by Government sufficient to admit of the establishment of new Schools, and the reduction of expenditure.

8. It appears that in the Bengal Presidency, the average expenditure from the Imperial Revenue on each Zillah School has not been allowed to exceed rupees 3,000 per annum. As there are several Schools which are self-supporting, and as the total number of Schools is large as compared with those of the Punjab, and the attendance in each School small, the limit thus fixed has not prevented the Schools of Bengal from being most liberally provided for. It has been determined, however, that this rule shall be applied to the Punjab: the existing Schools in this Province must be placed on a proper footing, by raising the School Fees; by the same means, savings must be effected sufficient to admit of the establishment of new Schools; and it is hoped, that after these measures have been carried into effect, a considerable reduction may be made in the total expenditure from the Imperial Revenue on Zillah Schools.

Difficulty of realizing a sufficient amount by levying school fees, to raise the present schools to an equality with those of Bengal, and to establish new schools.

9. The average expenditure from all sources on each pupil in Bengal was in 1863-64 * rupees 45 per annum; considering the state of English education in that Province, it may safely be assumed that a well qualified teacher can be obtained for half the salary that would be required in the Punjab; and rupees 45 in Bengal must be equal to rupees 90 in this part of India, where the actual expenditure was in 1865 and '66 rupees 22-15-1. Assuming that the expenditure in Bengal is not excessive, the attempt to raise by fees an amount sufficient to render the Zillah Schools of the Punjab, whilst they contain such large number of students, as efficient as those of Bengal, would appear almost hopeless. Not only is it necessary, however, to improve the existing schools, but also to get fee funds sufficient to establish eight new schools, before an endeavour can be made to effect the considerable reduction in expenditure anticipated by the Supreme Government.

A comparison of individual Schools in Bengal and the Punjab, shews a larger expenditure in the former. A fair comparison cannot be made of the average expenditure in each school of the two Provinces.

10. If individual Schools of the Bengal Presidency are compared with those of the Punjab, it will be found that in Schools of similar size and standing, the Government expenditure in the former Province is much greater than in the latter. If the capital of India were removed to Delhi, it would be an easy matter to establish self-supporting Government Schools, which would of course make the apparent average expenditure in each school throughout the province much less than it now is. Again the Government School at Delhi, contains with its Branches 1,259 boys, and is reckoned as one School, whereas the Government Schools in Calcutta are reckoned separately. The effect of this arrangement on the average expenditure on each school in the two provinces is obvious. The larger the number of schools maintained for a given number of boys, the better of course the provision made for their education, but the smaller the average expenditure on each school.

Much larger expenditure sanctioned for Zillah Schools in the North Western Provinces.

11. In the North Western Provinces there are three Collegiate Schools maintained on a liberal footing. They are attached to the Colleges at Agra, Barailly and Benares; but it does not appear from the yearly returns what portion of the total income is expended on the School Departments There are also two Government Schools of the higher class situated at Ajmere and Etawah respectively. The Ajmere School contained at the close of 1865-66, 223 boys; the expenditure from the Imperial Revenue amounted to Rs. 18,611-10-2; and the cost to Government of educating each Pupil, to Rs 91 The Etawah School contained 375 boys, and the Government expended on it Rs. 10,200; there were at the time referred to, no other Zillah Schools in the North Western Provinces, but Government has just sanctioned the establishment of Zillah Schools, one I believe, in each District At all events the average expenditure from the Imperial Revenue on the establishments of the *new* Zillah Schools in the Circle of the North Western Provinces adjoining mine, is rupees 1,000 per annum, whether any thing more is allowed for contingencies and scholarships, I cannot positively state.

A new principle introduced in the Punjab, but not in the North Western Provinces.

12. It will be seen from the foregoing remarks, that a principle new in Upper India, is to be applied to the Zillah Schools of the Punjab. Owing to the number and the comparative small attendance of the Zillah Schools in Bengal, and to the fact that in some special cases there are self-supporting Schools, the principle as applied there does not tend to prevent a munificent expenditure A different principle is at the same time allowed to have effect in the Province adjoining the Punjab.

The fees are higher in Bengal than in the Punjab; but very low in some schools as compared with the expenditure.

13. It is true that the average rate of schooling fee paid in Bengal is much higher than that which is levied in the Punjab. The amount of fees however collected in the latter Province, has greatly increased during the last few years; in 1861-62, Rs 4,267-14-6 were collected; and in 1865-66, Rs. 11,264-11, and measures are now in progress to raise the fees in all Zillah Schools. Owing to the existence of the self-supporting Schools to which I have referred, the difference is still greater than it otherwise would be, and there are some schools in Bengal, in which though the localities are most favourable for education, the fees are very low as compared with the expenditure from the Imperial Revenue.

There are no doubt reasons why the expenditure should be on a different scale in the North Western Provinces, but the fact should be known.

14. I have no doubt that the subject has met with due consideration. There are doubtless sufficient reasons why the expenditure from the Imperial Revenue on each School and on each Pupil, and the rate of salaries should be higher in the North Western Provinces than in the Punjab. but it is only just that this fact should be known and recognized; and that it should not be lost sight of in comparing the result of educational operations in the two Provinces.

* I have no later statistics of the Bengal Schools by me.

Remarkable progress of the Delhi School, which has never possessed a proper staff of teachers.

15 The Delhi Government School has made very remarkable progress during the last few years the average attendance during 1862-63 was 282; during 1865-66, 1,014, and during the year just passed, 1,142 It has also maintained a high position both in the Departmental examinations, and in the Entrance Examination of the Calcutta University At the same time it has never possessed a thoroughly competent staff of teachers. There were not during the past year, and there never has been in previous years, a sufficient number of masters; and some of the classes have always been taught by men, who were not up to their work.

Average cost of educating each pupil half that which prevails in Bengal great difference of expenditure in comparison with superior Schools in Bengal

16 The average cost of educating each pupil is considerably less than half that which prevails in Bengal, (including even the smallest and least expensive Schools, and those also that are self-supporting), and the cost to Government is little more than half The expenditure from the Imperial Revenue last year was rupees 14,595,* the fees amounted to rupees 3,340, and the proceeds of the endowment to rupees 6,690. At the "Madrissa" in Calcutta in 1863-64, the fees amounted to Rs 1,967; local assessment to Rs 114, and expenditure from the Imperial Revenue to Rs 15,844 On the Patna Collegiate School, Government expended Rs 14,259, and the fees were less than at Delhi On the Calcutta Sanscrit College, School Department, the Government expenditure was Rs 16,152, and the fees were Rs 4,401 At Kishnagurh the fees amounted to Rs 6,092, and expenditure from Imperial Revenue to Rs 14,376, on the Dacca Collegiate School Government expended Rs 12,310, and the fees amounted to Rs 4,481 The average attendance at these Schools was as follows —"Madrissa" 122; Patna School 235, Calcutta Sanscrit College, School Department, 243, Kishnagurh 169, Dacca Collegiate School 185

Expenditure on the Delhi School compared with that on other Schools.

17. It will be seen from the above statistics, that in the five Government Schools of Bengal, on which Government expends the largest amount, the contributions from private sources, in no case approach the income from fees and the proceeds of the endowment at Delhi, and that the average attendance is in one case less than a ninth, and in no case equal to one fourth of the average attendance in the Delhi School In the Ajmere Schools, the Government expenditure amounted during 1865-66 to Rs 18,611, the fees to Rs 907, proceeds of endowment, subscription, and money realized by sale of books, to somewhat under Rs 1,200, and the average attendance was 198 At Etawah, Government expended Rs 10,200, the fees amounted to Rs 736, subscriptions to Rs 473, and money received from other sources to Rs 168 the average attendance was 358 With reference to the latter School, mention is made in the yearly report of the small number of teachers, and the low rate of expenditure

Though the Delhi School is at a disadvantage as compared with others, the fees should be increased.

18 The Delhi Government School then is evidently at a disadvantage, as compared with the Schools of Bengal, and the North Western Provinces, and I might add the other Presidencies At the same time there is no doubt that here as in the Province of Bengal, the amount contributed to the cause of education by natives of wealth now living, is very small as compared with the expenditure from the Imperial Revenue, the amount of fees also is undoubtedly capable of being increased, and measures have been taken with the view of effecting this object It should not be forgotten however, that large numbers of the people of Delhi, more especially of the Mahomedan population, were reduced by the consequences of the mutiny, from a position of affluence to one of poverty.

New system at Delhi

19 During the three months that have elapsed since my return from England, I have strenuously endeavoured, with the full concurrence of the Principal of the College to introduce a new system, with the view of improving the educational Establishments of the City of Delhi There are now seven Elementary Vernacular Aided Schools, in which the boys learn the Urdu language, a certain amount of Arithmetic and Geography, and a little Persian, all students will be required to pass an examination in those subjects before commencing the study of English The Government School has been divided into two portions, the Upper or Collegiate School, consisting of five classes with numerous sub-divisions, and the Lower School, which also contains five classes with numerous sub-divisions There are two Grant-in-aid English Schools corresponding with the Lower portion of the Government School, and then Branch Schools It is proposed when sufficient money can be raised, to turn the remaining Branch Schools and the Lower portion of the Government School into grant-in aid schools, and also to establish Sanscrit and Arabic Schools on the grant-in-aid principle

Grant-in-aid Schools in Delhi

20 In the English grant-in-aid Schools, particular attention will be paid to English Composition, and Translation from Urdu into that language The students who pass through the Grant-in-aid Schools will be required, of course to undergo an examination before they can enter the Go-

* The monthly cost of establishments maintained from the Imperial Revenue is rupees 1,090.

vernment School; and a certain degree of excellence in English composition will then be insisted on. Under the present system the great object of all students is—not to master thoroughly the English language or to obtain a good education, but to pass the Entrance Examination of the Calcutta University. Masters also are aware that the Schools in which they teach, will be prized principally by the success of the students at this Examination; and the effect is decidedly injurious. A boy should not be permitted to study Parnell's Hermit, or Paradise Lost, or Roger's Italy before he can write a simple letter with accuracy, and translate with tolerable facility from Urdu into English. It is quite possible for a student who is incapable of speaking or writing English correctly, to pass the Entrance Examination of the Calcutta University. Under the new system it will be impracticable for boys who are not well grounded to enter the higher classes, and those who do read for the Entrance Examination, will derive much more benefit from their studies, and will no doubt take higher places.

The Staff of teachers in the Delhi School has been improved.

21. As yet only a beginning has been made; but what has been already effected has afforded the means of improving the staff of teachers employed in the Government School. At present however there is only one European Master on Rs. 300 per mensem, and a Head Master on Rs. 400 is most urgently required.

The system can be gradually developed with advantage.

22. In the event of the appointment of another European master, the staff of teachers in the Government School will be very efficient; and the development of the grant-in-aid system will gradually get fee funds, to meet the growing educational requirements of the city. It may be hoped that in the course of years, as the wealth of the people of Delhi increases, and a larger number of persons are induced to take an enlightened and liberal interest in the education of the masses, the fees and private subscriptions will be raised to such an extent, that Grant-in-aid Schools will entirely take the place of Government Institutions.

Two Grant-in-aid Schools have been established.

23. I have said that, two grant-in-aid English Schools have already been established. They are attached to Vernacular Schools supported from the proceeds of the Endowment of Nawab Itmad-ud-Daulah. It is true that the Grant-in-Aid was not sanctioned before the close of the year under report. As however, I have noticed the defects of the Educational Staff of the Dehli School, it appeared right to state what steps had been taken to place it on a more efficient footing; and it is also highly desirable that the liberal conduct of the native gentlemen by whom the New Schools have been provided, should be brought to notice at the earliest opportunity.

Liberality of Lallah Wazir Singh.

24. Lallah Wazir Singh has for many years past manifested an earnest interest in education; and since the establishment of Branch Schools, he has been the active patron of one of the best of these Institutions. On my informing him of my desire to induce some of the Native Gentlemen of Dehli, to subscribe for the establishment of grant-in-aid Schools, he at once declared himself ready to contribute a large amount. A School has accordingly been founded, to which he has engaged to subscribe rupees 30 per mensem for five years. He states that it is his intention to pay this subscription in perpetuity; but he prefers that he should not be positively pledged to do so in the first instance for more than five years. The fees in Lallah Wazir Singh's School amount to rupees 20 per mensem, and a monthly grant of Rs. 50 per mensem has been sanctioned by the Government of the Punjab.

Offer of Lalah Wazir Singh to provide a house for boarders.

25. I may here observe, that great inconvenience is experienced by boys who come to Dehli from a distance, owing to the fact of there being no boarding house. Lallah Wazir Singh offered to place an excellent house at my disposal, until arrangements could be made for providing another building; but I did not at that time see my way to obtaining the funds requisite to support the necessary establishment; and I was therefore unable to submit to Government any proposal on the subject.

Liberal conduct of Lallah Salig Ram, and Eshri Parshad.

26. The Treasurer Lallah Salig Ram, and his son Lallah Ishir Pershad, have for the last two years paid all the contingent expenses (including house rent, salary of chaprassie, &c) of one of the Branch Schools. They have now agreed to subscribe rupees 30 per mensem in perpetuity to a Grant-in-aid School; and to pay in addition rupees 4 per mensem until the fees which were estimated at rupees 10 per mensem only, should amount to rupees 14 per mensem: a Grant in-aid of rupees 44 per mensem has been sanctioned.

The Lieutenant Governor has expressed his appreciation of the conduct of these gentlemen.

27. His Honor the Lieutenant Governor has already expressed his appreciation of the liberal conduct of these gentlemen; it may be hoped that their example will in course of time be followed by many others. But to them will belong the credit of being the first amongst the natives of Dehli, who have provided Schools for the benefit of the children of their fellow citizens.

Rewari Zillah School.

28. The Rewari School is decidedly the best of its class in my Circle. It has existed as a Zillah school less than four years. For some months previous to its establishment a teacher had been employed, whose salary was paid by subscription supplemented by a Government grant; but before that time English education was unknown at Rewari. Had there been a sufficient staff of Masters it would have sent up candidates for the last Entrance Examination of the Calcutta University. There is now an Entrance Class containing four students. One of the students of the late second class recently obtained an appointment of Rs. 50 per mensem; but I understand that the students in general of the upper classes do not desire Government employment, as they are persons of independent means.

Statistics of the Rewari School.

29. The Government expenditure on the establishments of this School is rupees 335 per mensem. The people subscribe rupees 22 per mensem, * and the fees last year amounted to rupees 235-8. I expect an immediate and large increase of the fees, but I did not consider it expedient to insist very strongly, on collecting a large sum when the School was in its infancy. The average attendance during last year was 344; during the previous year it was 241.

Progress of the Rewari School.

30. The progress of the boys in their studies has been on the whole very satisfactory. Translation from Urdu into English is here, as in most other schools, a weak point. Hira Lal, the Head Master is a very able teacher, and has managed the School with great tact and judgment: it reflects great credit both on him, and on his assistants, (particularly on Sukh Deo Singh and Ram Jiwan, and Sikandar Ali the first Persian Master), that the school should have attained its present position in so short a time, notwithstanding the difficulties against which it has had to contend, owing to its defective staff.

The Staff of teachers is not on a footing to afford efficient instruction: hopes are entertained of establishing Grant-in-Aid Schools.

31. It is not possible that so many boys can be effectively taught on the present system, at the present rate of expenditure. The average cost of educating each pupil is, I believe, lower than in any other Zillah School, which contains students reading for the Entrance Examination of December next. It is my impression, that the people of Rewari really value English education; and I have great hopes, that it may be possible to establish Grant-in-aid Schools, which will afford efficient instruction to the boys who now attend the lower classes; and I trust that I shall be able in the course of the next few months to organize a system, that will fully provide for the educational requirements of Rewari.

The Simlah School.

32. The average attendance at the Simlah School during the year under report, was only 82. The falling off must be attributed to the re-introduction of the "*begar*" system, combined with other causes. At the representation of the Deputy Commissioner, the Wakil of the Pattialah Rajah ordered, that from the family of each boy attending school, one begar the less should be required: when however, there is any unusual demand for labour this rule is not observed. In former days every family that sent one or more boys to the school, was entirely free from the operation of the begar system; and the school was of course well attended. The hill men will not send their children, in any number, unless some special inducement is held out to them; and the School is most unfavorably situated with respect to the bazaar. Native parents will very rarely send little children any distance to school; and the attendance, in every case that has now come to my notice, has depended quite as much on the situation of the school, as on the efficiency of the masters. Another cause of the falling off above noticed, is that the names of some of the boys, who now attend a purely Vernacular School, were formerly borne on the rolls of the Zillah School.

Simlah School, continued.

33. The school does not appear to have made very much progress, as boys seldom remain long enough to enter the higher classes, yet fifteen students have lately obtained appointments of the average value of Rs. 15 per mensem. Three of these appointments (of Rs. 50, 45 and 20), were obtained by boys of the third class, the others by boys of the fifth, sixth, seventh and eighth classes. Rupees 107 were collected in fees, which amount exceeds by Rs. 23, the receipts of the previous year. It is only quite lately that fees have been paid at all at Simlah.

The Local Committee of Public Instruction.

34. The Head Master complains that the members of the Local Committee, Public Instruction, have with one exception, shown no interest in education. I shall endeavour shortly, after consulting with the Deputy Commissioner, to take some steps for improving the condition of this School.

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* This subscription has apparently been omitted in the returns. INSPR. [* *The omission has been supplied since.*—DIR. P. I.]

Jaghadari School.

35. The Jaghadari School has made satisfactory progress. As a Zillah School it is of more recent date than that at Rewari. The average attendance last year was 384, or nearly 50 more than in the previous year, the fees amounted to Rs. 226-5; in the previous year only Rs. 92-8 were collected; Rs. 279 were paid from local sources. A large increase of fees will be now effected; but it is impossible to say what influence this measure may have on the attendance. The sanctioned establishments cost Rs. 285 per mensem. The total average cost of educating each pupil is under Rs. 12.

The Head Master and the Staff of teachers. The general system

36. Umar Shankur, the Head Master, has managed the School in a judicious manner. Twenty boys took part in the Departmental written examination; whereas in the previous year only four boys were sufficiently advanced to do so. The highest class is now the fourth. The present staff of masters is not, however, sufficient to teach up to the standard of the Calcutta University, and at the same time to give instruction to so many boys. I hope that it may be found possible to establish Grant-in-aid Schools for beginners; and I am inclined to think that the whole system of study should be changed. It might perhaps be advisable to keep up a select class of pupil teachers, and to allow them to read the subjects for the Entrance Examination, Calcutta University; but I feel convinced that for the students in general, it is not at all advisable to aim at this standard. Jaghadri is a commercial town of some standing; and it will no doubt increase in importance, when the railway between Meerut and Amballah shall have been completed. In my opinion our main object should be, to enable the students to read and write the English language and their own with facility; to become versed in both the native and English systems of book-keeping; and to understand what takes place in the commercial world.

Local Committee of Public Instruction.

37. The Local Committee of Public Instruction appear to take little interest in the school I hope that they may be induced to pay more attention to their duties; and if I can succeed in popularizing the educational system, this will no doubt tend to produce such a result.

Kurnal School.

38. In the Kurnal School there is some falling off in the average attendance, which was during the year under report 198; whereas in the previous year it amounted to 221. Rupees 332 were collected in School fees, a sum slightly in excess of the fees of the previous year. The expenditure from local sources amounted to rupees 130, the sanctioned establishments supported by the Imperial Revenue cost rupees 175 per mensem.

Progress of School Staff of teachers

39. This School would several years ago have sent up candidates for the Entrance Examination, had it been furnished with an efficient staff. The progress of the boys in their studies have been on the whole creditable. The Head Master draws rupees 80 per mensem, and there is only one Assistant English Master. Much may however be effected to improve this School, and I hope to succeed in placing it on a more efficient footing.

Local Committee.

40. The Local Committee take much interest in the School; more especially Sham Lall, the Extra Assistant Commissioner.

Rohtuck School.

41. There is some falling off in the attendance at the Rohtuk School; which was 258 last year, and 283 in the previous year. Whilst this School was under the charge of Lallah Rajju Mall, now Head Master of the Bhewani School, there was a great disturbance amongst the boys, many of whom behaved so badly that it was necessary to expel the whole of the highest class. The boys appear to be of a very unruly disposition, and Lallah Rajju Mull, though a deserving and industrious man, is quite incapable of maintaining discipline under such circumstances. Lallah Girdaree Lall officiated for some months as Head Master, and deserves credit for the manner in which he discharged his duties. Achru Mull, the Assistant Master also, has been on several occasions during the year, in charge of the School. He was very well spoken of by the late Mr Hattun; and also by Colonel Voyle the Deputy Commissioner Mr. Wade has lately joined as Head Master, and I hope that under him the school will make rapid progress

Statistics of Rohtuk School.

42 The fees during last year amounted to rupees 352, and expenditure from local sources to rupees 205. The present cost of sanctioned establishments is rupees 280; the expenditure during the greater part of last year has been much less. If local funds can be made available for elementary Grant-in-aid Schools, much improvement may no doubt be effected.

Local Committee, Public Instruction.

43 The Local Committee of Public Instruction take hardly any interest in their duties; and pay very little attention to the School.

Bhewani School.

44. The Bhewani School has fallen off; and all the Branch Schools have been closed, or amalgamated with the Zillah School. Their establishment in the first instance was an experiment; and in the absence of very careful management, under a Head Master capable of acquiring influence over the people, it was impossible that they should answer. The average attendance during the year was 139.

Expenditure, &c., at Bhewani.

45. Only rupees 74 were collected as fees, and rupees 149 were paid from local sources. The monthly cost of establishments maintained by Government is rupees 235.* This School must be thoroughly reorganized, and established on a plan similar to that which I propose for Jaghadari. It can never succeed however, until it is placed under a man of great tact, firmness, and force of character, who can establish a strong personal influence in the city.

Bhewani School Building.

46. The School building is in a very dilapidated state. Strong suspicions were entertained that those to whom the work of erecting it was entrusted, had misappropriated the funds. The matter was long ago referred for investigation to the Deputy Commissioner, but no reply has been received.

Jhujjur School.

47. The average attendance at the Jhujjur School has increased from 211 to 221. Rs. 178 were collected as school fees, being just the same amount that was taken during the previous year. The Establishments supported by Government cost Rs. 180 per mensem.

Progress of the Jhujjur School.

48. The general progress of the boys in their studies has been satisfactory; but the lower classes were backward in Arithmetic.

Local Committee, Jhujjur School

49. The Extra Assistant Commissioner, the Tahisldar, and the other members of the Local Committee, show great interest in the success of the School.

The Head Master. A garden has been made.

50. Radda Kishen the Head Master and his assistants, deserve credit for the progress that has been made. The Head Master has a taste for gardening, and a piece of ground at the back of the School has been laid out in flower beds.

Salaries of Head Masters and expenditure on Establishment, very low.

51. I have already pointed out that the expenditure on the Schools of this circle, as compared with those in other parts of India is very small. The following statement will show the salaries of the Head Masters and the monthly cost of Establishments maintained by Government at the present time :—

Locality of School.	*Salaries of Head Masters.*	*Cost of Establishments.*
Rewari,	120	335
Simlah,	120	230
Jaghadari,	90	285
Kurnal,	80	175
Rohtak,	120	270
Bhewani,	90	235
Jhujjur,	70	180
Average,	99	244

The average monthly cost of the salaries paid by Government in each of these Schools (exclusive of scholarships and contingent expenses) is Rs. 244, and the yearly average Rs. 2,928. This rate of expenditure however has been reached by slow degrees. The average yearly cost of salaries sanctioned for the new Zillah Schools of the Circle of the North Western Provinces, adjoining my Circle is, as I have already stated Rs. 4,000 †; and the salaries of Head Masters

*This is an evident mistake in the yearly returns, where the expenditure from the Imperial Revenue is put down at Rs, 6,020: * there were four teachers in the Zillah School whose salaries amounted to Rs. 175 per mensem. The Branch Schools were to cost Rs 34 per mensem, so that there was a saving of rupees 26 per mensem, as appears from a statement in my possession drawn up a short time since in the Director's office. Three teachers of Branch Schools now teach in the Zillah School, but the saving must, since the Branches were closed, have amounted to much more than rupees 26 per mensem. In no possible way can the expenditure have approached rupees 6,020.

**The mistake has been corrected. In copying the Vernacular returns, six was put for three by a slip of the pen, in the place of thousands.*— DIR P I.

† In the two Zillah Schools at Ajmere and Etawah, the expenditure is, as has been shown above, very much higher.

range from Rs. 100 per mensem to Rs. 300 per mensem. The low rate of salaries of the Head Masters in the Amballah Circle, where out of five natives, four receive less than Rs. 100 per mensem, is a very great obstacle to the success of the schools, in imparting a thorough knowledge of English.

Some Schools have made favourable progress.

52. At the same time it will be seen, that though I am far from satisfied with the present condition of the schools, I consider that some of them have made favourable progress, and that the Rewari School in particular, has advanced in a remarkable manner.

A new system proposed.

53. I have thought it right to make these comparisons, in order to show clearly the disadvantages against which our schools must contend; but at the same time I think it possible to introduce a system, that will place them on a very much better footing than they have ever yet occupied.

Neglect of Local Committees of Public Instruction, will receive attention.

54. It is a matter of regret that so few of the Local Committees of Public Instruction, have shewn any interest in their duties; this matter however will receive my attention during the ensuing year.

Town Schools.

55. There is a considerable increase in the number of students in Town Schools. At the close of the year, there were 37 schools of this grade containing 4,224 boys. The average attendance was 3,437; the total expenditure was Rs. 18,579-12-9; the fees amounted to Rs. 687-2-6; the average cost of educating each pupil was Rs. 5-4-4; and the cost to Government Rs 2-10-10. The statistics for the previous year were as follows:—Number of Schools 31; total number of students 3,248; average attendance 2,689; total expenditure Rs. 14,453-13-6; fees Rs. 585-10; average cost of educating each pupil Rs. 5-8-3; cost to Government Rs. 3-2-1.

Amballah District.

56. There were at the close of 1865-66, eight Town Schools in the Amballah District; containing 802 boys; and the average attendance was 694. Of these the Ladwa School was reduced during the course of the year under report to the village grade. Three Village Schools, however, were raised to the higher grade with effect from the 1st April 1866. So that there are now ten schools containing 1,149 boys; the average attendance was 907.

Five Town Schools do not come up to the standard; one Village School does.

57. Five of the existing Town Schools do not fully come up to the standard; as there are in each case less than 20 boys who have advanced beyond the sixth class. The Deputy Commissioner will be addressed on this subject, and those schools that do not fulfil the necessary conditions within the next few months, will be reduced. One Village School of this District on the other hand, fulfils all the necessary conditions, and when it appears that there is a strong probability that these conditions can be maintained, the school will be raised to the higher grade.

Fees.

58. The fees levied in the Town Schools of the Amballah District amounted to Rs. 126-8, which shews an increase of Rs. 16-13 over the previous year. The fees here exceed those taken in most Districts, but are much lower than they should be.

Examination and Classification of Schools.

59. The boys of the higher classes of these Schools, were examined by the late Mr. Hutton at the Suddar Examination held at Amballah, and the remaining classes by the Deputy Inspector, who reports three Schools excellent, four good, two fair, and one indifferent.*

Sadhora School.

60. The Sadhora School has made good progress—all the classes did well. Maulavi Qalandar Ali, Head Master, and his assistants deserve commendation.

Rupar School.

61. This School is well reported on; it contains with the Branches, more than 250 boys; monitors are required for some of the Branches.

Bhauli School.

62. The Bhauli School was raised to this grade on the 1st April 1866. The highest class is the second of the scheme of studies. The boys passed a good examination. The master, Ata Husain, has taught well, and has maintained discipline. His pay is only rupees 12 per mensem, and he deserves an increase.

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* He has classed them according to the quality of the instruction afforded, without much reference to the conditions imposed on Town Schools. A school may of course be a good one, and yet not come up to the standard of Town Schools; still, I should have classed them differently.

Shahabad School.

63. The Shahabad School has made creditable progress, and the boys of the upper classes obtained fair marks at the Suddar Examination, though they rank after the boys of the three Schools above mentioned.

Thanesar School.

64. The Thanesar School did not come up to the standard at the time of examination; there were only eleven boys in classes above the 6th; six boys were to be immediately promoted; but this would make only seventeen boys, instead of twenty.

Morundah School.

65. The boys of the lower class did well at the examination; but those of the 3rd class, which is the highest, did not obtain very good marks.

Mani Majra.

66. This school was not up to the standard, as there were only fourteen boys above the sixth class.

Burya.

67. The Burya School does not come up to the standard. At the time of the examination, there were only ten boys above the 6th class. Some of the boys of the 7th class however were about to be promoted.

Radaur School.

68. The Radaur School is decidedly below the standard, and the average attendance for the year was below 50; the School must be reduced to the lower grade.

Ludhianah District, Town Schools.

69. In the Ludhianah District there were at the close of 1865-66, four Town Schools containing 184 boys; the average attendance was 405; there are now six Town Schools with 656 boys; and an average attendance of 600.

The Schools lately raised to this grade do not come up to the standard.

70. The two Schools however, that were raised during the year under report to the higher grade, do not come up to the standard. In one, there were only 14 boys above the 6th class; in the other the total average attendance was below 50; though in other respects the School fulfilled all the conditions.

Classification of Schools.

71. One school was reported excellent; 3 good; one tolerable, and one bad.

Fees.

72. The fees amounted to Rs. 285-1 which shews an increase of Rs. 82-11; this is more than double what was taken in Amballah; and in no other District were more than Rs. 80 collected.

Jagraon School.

73. The Jagraon School stands first in this District; all the classes have been well taught, and a proper share of work has been performed by the pupil teachers. The two senior boys held the second and third places in the Suddar Examination of the Upper Classes of the Amballah, Ludhianah and Kurnal Districts.

Raikoth.

74. Some of the boys did fairly at the Suddar Examination; but there is great room for improvement in the school generally, and the pupil teachers have not been made to perform their work. All the defects in teaching noticed by the Deputy Inspector were pointed out to the Master.

Raipore School.

75. The progress of the boys in their studies is on the whole decidedly satisfactory. One boy gained the highest place amongst all the students, some 206 in number, who took part in the Suddar Examination.

Gujarwal School.

76. The progress of this School is creditable; and the master is painstaking and industrious.

Dham School.

77. This School has get on well. It is said that many boys from neighbouring villages attend.

Khanna School.

78. This School is not up to the standard, as there are only 14 boys above the sixth class. The teacher appears to be careless and negligent, and the schools must, if the necessary conditions are not very soon fulfilled, be reduced.

Delhi District. Town Schools.

79. In the Delhi District there are still six Town Schools; the number of boys is 546, and the average attendance 416; or much the same as during the previous year. Only Rs. 60-10 were collected as fees, which is somewhat less than in 1865-66. Mr. Hutton reported 3 schools excellent, 2 good, and 1 fair.

One school not up to the standard.

80. One of these Schools is not up to the standard; and its reduction to the village grade has been recommended.

Najafgurh School.

81 The Najafgurh School has made very good progress under Maqsud Ali and Salig Ram; the school house however, which had been very badly built in the first instance, was falling into ruin.

Arab Serai School.

82. The Arab Serai School has made fair progress; but the Shahzadas, 19 in number, who belong to the School, are very irregular in their attendance, and pay no attention to their studies.

Balabgurh School.

83. The School appears to be in a satisfactory state; the late Persian teacher however has been recently dismissed. The boys of the Persian Department passed, on the whole a fair examination; though some of the classes are backward in Arithmetic The Nagri Department has improved, since the return of the teacher from the Normal School.

Faridabad School.

84 This is the best Town School in the District, both the Persian and Nagri Departments are making very satisfactory progress under Abdul Ghafur, and Ram Dyal.

Sonput School.

85. This School appears to be getting on well; the boys with the exception of those of the 5th class, who failed in Arithmetic; passed well in all subjects.

Mahrauli School.

86 This School does not come up to the standard; and its reduction to the grade of a Village School has been recommended.

Gurgaon District.

87. In the Gurgaon District there were last year five Town Schools containing 712 boys, with an average attendance of 557; there are now six with 731 boys and an average of 625. The school lately raised to the Town grade is not up to the standard.

Classification.

88. One School is reported excellent, 3 good, and two fair.

Fees.

89. Only Rs. 29-11 were collected as fees, which is less than last year; though then also the amount was small, being Rs. 46-1.

Efforts should be made to raise the fees Boys pay fees in English Schools.

90 Efforts should be made to raise the fees; but at the same time it must be remembered that, of the boys who attend the Town Schools, some pay fees in the Elementary English Schools, and the parents of others subscribe towards the salaries of the English teachers.

Gurgaon School.

91. At the Annual Examination the boys of the 3rd class which is the highest, failed in Arithmetic; and sufficient attention had not been paid to Geography. In other subjects the boys acquitted themselves fairly.

Ferozepore Jhirka School.

92 This School maintains the position that it has long held, as one of the best Town Schools in the Circle. The boys of the three first classes as usual, obtained the highest prizes at the Suddar Examination, conducted at Delhi. Ram Rich Pal, the Persian teacher, has lately received an increase of salary.

Palwul School.

93. This is a very large School, and contains with its Branches 278 boys. The 10 boys of the 2 upper classes passed well in the Annual Examination; but the teacher had devoted all his time to their tuition, and had entirely neglected the lower classes.

Sohna and Farrukhnagur Schools.

94. The Sohna and Farrukhnagur Schools are making satisfactory progress.

Noh School.

95. This was made a Town School on the 1st December, but does not seem to be up to the standard, as it contained only 50 boys at the close of the year under report; and the average attendance is of course under 50 The late teacher was transferred on a low salary to another School, and a new man has been appointed; so that the school will, it may be

hoped, improve. It should not however have been raised to the higher grade, until there was a tolerable certainty of its fulfilling the necessary conditions, which it would hardly have done at any time.

Kurnal District.

96. In the Kurnal District there were at the close of 1865-66, 2 Town Schools, with 219 boys, and an average attendance of 204. There are now 3 Schools, with 582 boys, and an average attendance of 448.

State of the Schools.

97. The boys of the Upper Classes took part in the Suddar Examination at Amballah. The other classes have not been examined by the Deputy Inspector or myself, nor had Mr. Hutton an opportunity of seeing them, before he left this Circle The Kaithal School, which contains with its Branches 326 boys, hold the first place. The Pundri School, which had fallen off has improved under a new teacher. The Paniput School is not so well advanced as the others.

Fees.

98. The fees amounted to Rs. 80-3; in the previous year Rs. 57-11 were collected.

Rohtuk District.

99. In Rohtuk there are still 3 Town Schools; the number of boys has risen from 297 to 316; and the average attendance from 226 to 253.

Fees.

100. The fees amounted to Rs. 40-9-6, which is somewhat less than the amount taken last year.

Progress in studies and classification.

101. The Samplah, Gohanah, and Muhim Schools are all making very satisfactory progress. The two former were reported excellent, and the latter good, by the late Mr Hutton. Some of the students of the Upper Classes passed very creditably at the Delhi Suddar Examination.

Hissar District.

102. In the Hissar District there are still two schools. The number of boys whose names are borne on the Registers is slightly larger than last year; the average attendance 124 is much the same. Rs. 55-2 were collected as fees almost exactly the same amount that was realized in the previous year.

Hansi School.

103. The Hansi School has made very satisfactory progress, and was reported by the late Mr. Hutton as excellent.

Hissar School.

104. The teacher of the Hissar School was not competent to instruct the higher classes: a certificated Master from the Normal School has been recently appointed. The School was reported fair.

Sirsah District Town School.

105. In the Sirsah Town School the number of boys has increased from 64 to 85; though the average attendance for the whole year was only 64, four more than in the previous year. The fees amounted to Rs. 9-6-0; last year only Rs. 4-10-0 were realized. Most of the boys pay fees to the English School, where the fees amounted to Rs 131. The Persian Department has improved under a new master; but the boys of the Nagri Department leave school very early. Though their teacher appears to perform his duties well. The School is returned as good; but it does not fulfil the conditions of a Town School, inasmuch as there are not 20 boys above the 6th Class.

General remarks.

106. The schools on the whole are progressing; but sufficient care has not been taken to ensure the fulfilment of all the conditions laid down for Town Schools. There has always been some difficulty in the matter. The attendance is liable to fluctuation; and it is only in a few of the best Schools, that all the classes are constantly complete; and should there be a sudden fall in the attendance, or should many of the boys of the higher classes leave about the same time, a School which fulfils all the conditions one month may fail to do so the next. It is true that no School ought properly to be raised to the higher grade, until there is a reasonable presumption that the necessary conditions will be constantly fulfilled; but it is not an easy matter to form a decided opinion on this subject; and on the other hand, when it is found that a School which lately fulfilled all the conditions has ceased to do so, it is often difficult to tell whether or not, the falling off has been occasioned by temporary causes, that may be expected soon to operate no longer.

The conditions should be fulfilled for a year before the School is raised.

107 It would in my opinion be a good plan * to require, that before any School would be raised to the higher grade, it should be shewn that the necessary conditions had been fulfilled for the space of one year continuously, or else that they were much more than fulfilled at the time the change was proposed. Thus if there were a third class; 30 boys above the sixth class; and an average attendance of 75, the School might advance to the higher grade without a year's probation. † I shall at all events introduce some such system into this circle.

** In this matter much must be left to the Inspector's discretion. Captain Holroyd can put his suggestion into practice without contravening the existing instructions on the subject.*—DIR P I.

Ten Schools do not come up to the standard.

108 There are now in this Circle no less than ten Town Schools that fail to fulfil all the conditions required, or that did so fail at the time of the Annual Examination.

Fees in Town and Elementary English Schools.

109. The amount of fees is small, but to a considerable number of Town Schools, Elementary Grant-in-aid English Schools are attached; and where the boys pay for instruction in the latter, they seldom pay much in the former.

Village Schools.

110. There are 395 Village Schools containing 11,638 boys, with an average attendance of 9,687. At the close of 1865-66 there were 142 Schools, with 12,670 boys and an average attendance of 10,147. The expenditure which was in 1865-66, Rs 45,934-7-6, amounted during the year under report to Rs 42,355-14-1. The fees were Rs 788-10 against Rs. 868-2-9 in the previous year. The average cost of educating each pupil was Rs. 4-6-0, in the previous year it was Rs. 4-8-6.

Causes of the reduction of Village Schools.

111. The number of Schools has been reduced 1st; by the conversion of Village into Town Schools. 2nd. on account of the want of funds to keep up so many Schools 3rd; by the reduction of inefficient Schools and Teachers, with the view of increasing the pay of deserving men, and improving the efficiency of more promising Schools. Though the number of boys has been reduced, the expenditure has been reduced in a larger portion.

Amballah District: Village Schools.

112. In the Amballah District the number of Schools has been reduced from 87 to 82; the number of boys has fallen from 2,580 to 2,478, and the average attendance from 2,136 to 1,991.

Fees.

113. The fees which have decreased by more than Rs 30, amounted to Rs. 141-5; this sum though more than twice as great as that collected in any District, except Loodhianah, was less than one-third of what was taken there; though the number of students in the latter District is considerably less than in Amballah.

Classification of Schools.

114. Of the Village Schools, 3 are reported excellent; 12 good; 24 fair; 25 tolerable; 9 indifferent; and 9 bad They stand next to those of Loodhianah, where the boys are more advanced than in any other District of this Circle.

Village School at Bibiyal.

115. The best Village School is that at Bibiyal; it is said to fulfil all the conditions required to constitute a Town School.

Loodhianah District: Village Schools.

116. In the Loodhianah District there are 73 Schools, containing 1,957 boys, with an average attendance of 1,702. Last year the numbers were:—Schools 76; number of boys 2,127; average attendance 1,777.

Fees.

117. The fees amounted to Rs 430-4-0, which sum though less than was taken last year, is considerably greater than that levied during the year under report in all the other Districts together.

State of Schools.

118. The Village Schools in this District are the best of their kind in the Circle. The boys are more advanced than elsewhere, and are neat and clean in their persons; the registers are correctly kept; fees are strictly levied from all Non-Agriculturists; and if boys once leave School, they are not permitted to return, until they have paid a fine of at least 4 annas.

† The present conditions are, that there shall be a third class, 20 boys above the 6th Class, and an average attendance of 50.

119. In the three Village Schools of the Simlah District, the number of boys has fallen from 117 to 106, and the average attendance from 91 to 79. The most flourishing of these Schools is at Kalkah. The bad attendance at Kakar-ki-hathi and at Koth Khai is attributed by the Deputy Commissioner, to the proximity in the one case of the Mission School at Sabathu, and the elementary English School at Sonawur; and in the other of the Mission Schools at Kothgarh. I should hardly have thought that these Schools, with the exception perhaps of that at Sabathu, were near enough to exercise a detrimental effect on the attendance.

Simlah District: Village Schools.

120. In Dehli some badly attended Schools have been reduced; and instead of 65 with 1,510 boys, and an average attendance of 1,164, as reported last year, there are now 58, with 1,454 boys, and an average attendance of 1,175. Last year only Rs. 15-11 were collected as School fees; this amount was small enough, but it appears that in the year under report, the sum realized is no more than Rs. 4-15.

Dehli District: Village Schools.

121. All the Schools, with the exception of those in the Tahsil of Sarsawli, are making good progress, especially the Nagri Schools. 59 were examined:—of these 3 were reported excellent; 6 good; 17 fair; 10 tolerable; 14 indifferent, and 9 bad. The best Schools were those at Bawanah, Narelah, Narainah, Nangloi Tat, and Fattahpore Beloch.

Progress of Schools.

122. In the Gurgaon District it was found necessary, with the view of curtailing the expenditure, to reduce the number of Village Schools from 80 to 54. The number of boys has fallen from 2,979 to 2,126; the number of boys however, whose names were borne on the rolls at the close of the previous year, was large in comparison with the average attendance. The average attendance for 1865-66 was 2,291, and for 1866-67 it was 1,898. None of the Schools that it was found necessary to reduce were in a flourishing condition.

Gurgaon District; Village Schools.

123. The teachers in this district are generally well paid. There are only 6 on so low a salary as Rs. 5 per mensem, and 24 receive Rs. 10, and upwards.

Teachers; Gurgaon District.

124. The progress of the boys however is not very satisfactory; though there were some good Schools. On the whole very little improvement was visible. One School was reported excellent; 7 good; 14 fair; 22 tolerable; 17 indifferent; and 6 bad.

Progress of Schools.

125. Rs. 32-15 were collected as School fees; in the previous year the amount was Rs. 52-15.

Fees.

126. There has been for many years in this District a set of very negligent and incompetent Village School teachers; and it seems a work of great difficulty to bring the Schools into good order. Now however, that as many as 40 teachers have obtained certificates of some sort at the Normal School, the boys in Village Schools ought to be better taught. The attendance is still higher than in any other district, except Amballah.

Inefficiency of teachers. High attendance.

127. In the Kurnal District, the number of Schools has been reduced from 60 to 55; the number of boys has fallen from 1,218 to 1,102; and the average attendance from 1,052 to 961.

Kurnal District; Village Schools.

128. The Village Schools were not examined during the year under report by the late Mr. Hutton, the Deputy Inspector, or myself. The Deputy Commissioner reports that they have on the whole improved; but that the scarcity of the season has tended to diminish the attendance, especially of the agricultural classes.

Progress of Schools.

129. The fees amounted to Rs 49-8-0 during the year under report; and in the previous year to Rs. 51-2-0.

Fees.

130. In Hissar the number of schools has been reduced from 21 to 17; the number of boys whose names are borne on the rolls is 534; the average attendance however is only 391. At the close of 1865-66, the names of 485 boys were borne on the rolls, and the average attendance was 418. The fees which were in the previous year Rs. 23-4, amounted during the year under report to Rs. 37-12.

Hissar District; Village Schools.

Pay of teachers of flourishing Schools raised.

131. The four schools that have been reduced were badly attended, and the salaries of teachers of some flourishing schools have been raised out of the savings.

Progress of Schools.

132. The schools were on the whole making fair progress, they were classified as follows by the late Mr Hutton :—good 5 ; fair 1 ; tolerable 5 ; indifferent 2 ; bad 1. The registers are not always trustworthy.

Rohtuk District : Village Schools.

133. In the Rohtuk District, the number of schools has been raised from 38 to 41 ; the number of boys from 1,116 to 1,334 ; and the average attendance from 779 to 1,022.

Fees.

134. The fees amounted during 1865-66, to Rs. 25-12-9 ; and during the year under report to Rs. 29-3.

Progress of Schools in Rohtuk.

135. The Rohtuk District is the only one where there has been any considerable increase of attendance during the year under report. The Schools appeared at the annual examination to have made some progress since the previous year.

Sirsah District : Village Schools.

136. In the 12 Village Schools of the Sirsah District, the number of boys has risen from 475 to 517, and the average attendance from 439 to 468. Fees to the amount of Rs. 62-11 were levied ; in the previous year Rs. 51-15 were collected.

Progress of Schools.

137. The Schools appear to be making fair progress ; 6 were examined by Mr Hutton, who classified them as follows :—good 3 ; fair 2 ; indifferent 1.

General Statistics of Vernacular Schools, 1866 67.

138. The total number of Vernacular Schools, Town and Village, in the Amballah Circle is 432. They contain 15,862 boys ; and the average attendance for the year was 13,124 The expenditure from the Imperial Revenue was Rs 14,553-14 ; and from the One Per Cent. Cess 44,906 ; the fees amounted to Rs. 1,475-12-6, of which Rs 715-5—or very nearly one-half—were paid by students of the Ludhianah District. The total expenditure was Rs. 60,935-10-10.

Statistics for 1865-66. of Vernacular Schools.

139. At the close of 1865-66 there were 473 Schools ; the names of 15,918 boys were borne on the Registers ; the average attendance was 12,836 ; the expenditure from the Imperial Revenue was Rs 13,038-0-3 ; that from the One Per Cent Cess, Rs. 45,896-8 ; the fees amounted to Rs. 1,453-12-9 ; and the total expenditure to Rs. 60,388-5 It will be seen from these statistics that, notwithstanding the large reduction that has been made in the number of Schools, the attendance during the year under report was greater than in the previous year. The amount of fees, though very small, exceeds what was raised last year.

Comparison of statistics.

Reductions must be made, as there is no longer a reserve of savings of the One Per Cent Cess.

140. The reserve of savings from the One Per Cent Cess being no longer available, it has been necessary in some Districts to reduce the expenditure, and the general tendency during the past year has been to close the worst schools, with the view of improving the others This is no doubt good policy at present ; but it is certain that the number of boys who attend our Village Schools is small, as compared with the population, and that if the sons of agriculturists were to attend in large numbers, the present establishments would not suffice for their instruction.

System and scheme of studies for Village Schools

141. I do not believe that the children of the agriculturalists will attend school in large numbers under the present system ; all our schools are organized on the same plan, and for all we have the same scheme of studies, whether they are attended by boys who will all their lives follow the plough, or by the sons of small shopkeepers, rich merchants, or those who seek for Government employment. The hours of study and all the regulations are just the same, whether a boy's parents wish that he should be taken care of for the whole day, or can with difficulty be induced to spare his services from the field or the shop. The idea of the agriculturist with respect to education appears to be, to a great extent the same as ever, *i. e.*, that if their children attend school, they will never be fit for work in the field In some cases the plan has been tried of allowing the sons of agriculturists to leave school at an earlier hour than the other boys. Distinct Schools, however, are required for

Captain Holroyd has been requested to bring forward distinct proposals for separate schools, with different schemes of studies for different classes of the native community in particular localities, when he has fully matured his views and plans in regard to this subject DIR P I

different classes, and the scheme of studies for agriculturists and the children of small traders should, in my opinion, be different from the curriculum laid down for schools attended by persons, who set a high value on Persian, or by the sons of those whose hereditary profession is Government service.

Teachers of Village Schools attempt to teach subjects they have not learnt.

142. At present moreover, it often happens that the Master of a Village School is attempting to teach subjects that he himself has never properly learnt,* as his object is to push on the senior boys as far as possible in the scheme of studies fixed for Town Schools.

Proper supervision ought to prevent this. When the boys become too far advanced in their studies for the Teacher, he should be removed to a more Elementary School, and a better qualified man put in his place.—DIR. P. I.

Scholars do not obtain Government employment.

143. One reason why our Schools are so little attended by the children of Government servants, even when the instruction in Persian is far superior to that which can be obtained at an Indigenous School is, that History, Geography, and Mathematics are very unpopular with such people; and, as I have frequently pointed out, they can perceive no possible advantage in studying them A very large proportion of Government servants are actually hostile to Government Vernacular Schools, and the common remark still is, "having read in a Government School what will you do?", *i. e.* you will not obtain employment. Sir H. Edwardes was much in favour of a proposition, that I brought forward some few years ago, with regard to the examination of future candidates for employment; and it was supported also, by some other officers of distinction. There was however much difference of opinion on the subject; and my proposal has not been adopted in the form in which I submitted it; and all our students are aware that however good a knowledge a man may possess of History, Geography, and Mathematics, he is no more likely to obtain employment under Government, than one who is wholly ignorant of these subjects.

Objections to study of Geography.

144. It must be admitted, that those who object to the study of Geography and History, especially of the former, as at present pursued, have a certain amount of reason on their side. A boy learns a great many hard names, which he is never likely to hear again; and he has no means of giving a clear idea of the different countries of the World, or the people who inhabit them.

Suggestions on the study of Geography and History.

145. My own opinion is, that instead of requiring the students to over-burden their memory with mere names; we should endeavour to have prepared for Native Schools, a work containing some description of the principal countries and most remarkable towns in the World,* with a brief account of the inhabitants, their manners and customs, manufactures, form of Government, &c. Instead of the *Waqi-at-Hind* or similar books, I should prefer a series of stories from Indian History, or biographical sketches of some of the principal characters, with a few explanatory remarks, connecting the different chapters together.

It would be very advantageous also to connect the names of places with important historical events, as far as possible.—DIR. P. I.

Works might be prepared interesting and useful.

146. I think that works might be prepared on the plan above indicated, that would prove really interesting to the boys;* and from such books they would gain a much more intelligent knowledge of History and Geography, than they can obtain from the books now in use.

If Captain Holroyd could prepare, or get prepared such books as he proposes, it would then be feasible to judge how far they were superior to the Manuals now in use at our Schools.—DIR. P. I.

The present system of teaching Geography and History. Works on descriptive Geography required.

147. Under the present system the great majority of boys do not reach the English period of Indian History at all; and few of them acquire an intelligent knowledge of the earlier History of their country. In Geography they learn as I have already said a great many names, but nothing more. A description of the climate and natural features of England and the Colonies, of her institutions of her commerce and manufactures, and of the condition of her people, the state of society and the progress of Education, would prove really attractive and useful Similar but shorter accounts should be given of other countries; and the whole should be written in as simple and easy a style as possible.

Present idea of England.

148. The prevailing idea of England now is, that it is, a mountainous country, "Pahar ka muluk;" that it is governed by a Queen; that there reside in it a certain number of *Sahibs* and *Goras*, who live principally in cantonments; and that there are probably other inhabitants of some description, who constitute the mass of the people—(I have been asked before now if they are black)—Some persons know also that there is a '*Majlis*,' or assembly of some description called Parliament, which exercises some sort of powers.

Boys do not at present understand what they learn.

149. Boys may learn a list of the principal productions of England, and of the chief articles of commerce, and they may read that England has the most powerful Navy in the world; but all this will convey no clear idea to their minds. An intelligent Tahsildar, who took a great interest in education, once asked me whether it was a fact, that we had driven in a double row of stakes all the way from England to India, in order to mark the road that ships should take.

What we should teach and describe.

150. It seems to me that when we teach the names of the different oceans, seas, and gulfs, we should endeavour also to give some description of what the sea is. That when we speak of Navies, we should describe a ship; and that when we give a list of the principal manufacturies of a country, we should give also some sketch of a manufactory.

Series of reading Books, and a short Geography might be prepared.

151. The best plan perhaps would be to have prepared a series of reading books containing information on these subjects. In this case, a short book on the outlines of Geography might be used, from which however all names not those absolutely essential should be excluded. All the names that it can be of any possible benefit for a Village School boy to commit to memory, might be contained in a very small space.

The evils of the present system of Vernacular Education, and the remedy.

152. The present system of Vernacular Schools, imperfect as it is, has been gradually improved since the first organization of the department, and without more funds it would be impossible to remove those evils, which are caused by the absence of any arrangement to meet the different wants of various classes. Unless an Educational Cess should be levied from the trading classes, the only remedy will be found in such an extension of the Grant-in-aid system, as shall provide for the Educational requirements of the Towns, and gradually set free the One Per Cent Cess to be expended entirely on the education of the Agricultural classes, from whom it is levied for this special purpose. What success I meet with in my efforts to promote this object, will appear in my next Annual Report.

Female Schools.

153. There is a considerable reduction in the number of Female Schools. At the close of the year there were 111 Schools containing 2,067 girls; whereas at the end of the previous year there were 158 Schools, with 2,702 girls.*

Amballah District: Female Schools.

154. In the Amballah District, the Female Schools have been reduced from 22 to 19, and the number of pupils from 363 to 318. The falling off of these Schools is attributed to the want of proper supervision: a woman trained in the Mission Female Norman School at Delhi, has been appointed to superintend them.

Ludhianah District: Female Schools.

155. In the Ludhianah District there are now 15 Female Schools, one less than at the close of the previous year. The number of girls has slightly diminished; but there appears to be a considerable increase in the average attendance, which was during the year under report 236—nearly all the girls are Mahomedans.

Progress of the Schools.

156. A few of these Schools were visited by the Deputy Commissioner, who found that many of the girls could read words of four letters; the majority however were learning the alphabet, or to count. In some of the Schools sewing is taught.

Delhi District: Female Schools.

157. In the Delhi District the number of Schools have been reduced for want of funds from 19 to 16; the number of girls has fallen from 309 to 252, and the average attendance from 226 to 213.

Progress of Schools.

158. Some of the Schools appear to have made a extain amount of progress; amongst others that at Nizam-ud-din, under the patronage of Mirza Ilahi Buksh, was visited by Mr. Hutton; he was shewn some good specimens of hand writing; and he heard some of the girls read the *Khat-i-Taqdir* and the *Waqiat-i-Hind*. He remarks however that:—"it is difficult for an examiner to speak with any confidence on this point, (the progress of the pupils)—when all the girls are *parda-nashin*, and it is impossible to tell whether the girls answer the questions, or their teacher, or whether they recite by heart what they are supposed to read."

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* *The error has been corrected: 861 was entered accidentally for 87.* —DIR. P. I.

* There is an error in the Statement of Girls' Schools prepared in the Director's Office, the average attendance in the Sirsah District is entered as 861; whereas the total number of girls has fallen from 190 to 115.

Gurgaon District: Girls' Schools.

159. In the Gurgaon District the number of Schools has been reduced from 65 to 33; the Deputy Commissioner states that there was good proof, that in those which have been abolished the teachers did little else but draw their salaries with regularity; but that in all those retained some progress is apparent. There are now 645 girls, and the average attendance was 651. At the close of the previous year there were 1,104 girls, but the average attendance was only 504.

Progress of Schools.

160. Mr. Hutton, who visited several of the Schools, reported that the progress of female education in this district was on the whole most encouraging. The best School is said to be at Harsaru.

Kurnal District: Female Schools.

161. In the Kurnal District there are now 15 female Schools; with 200 girls and an average attendance of 192. Last year there were 19 with 217 girls; and the average attendance was 219. Want of funds has prevented the extension of female education. The Deputy Commissioner reports that some of the Schools have made very fair progress.

Hissar District: Female Schools.

162. In the Hissar District, there were at the close of 1865-66 three female Government Schools, two of these existed during April 1866 as Government female Schools, after which they became Grant-in-aid Schools.

Rohtuk District: Female Schools.

163. In the Rohtuk District, the number of Schools has been reduced from 10 to 8; the average attendance has in consequence fallen from 140 to 107. The Deputy Commissioner remarks with reference to this decrease of numbers, that "this is to be attributed to the great aversion the inhabitants have towards "female education, besides they are too poor to pay for the education of their daughters."

Schools at Bahadurgurh and Khar Khandee.

164. The best Female School is that at Bahadurgurh, under the patronage of Bahadur Ali Khan. It was closed at the time of Mr. Hutton's visit, owing to the sudden death of one of the patron's relations. A new School however has been built, and 22 girls attend. A trained teacher from the Mission Female Normal School at Delhi, has been lately appointed to the School at Khar Khandee.

Sirsa District: Female Schools.

165. In the Sirsa District the number of Female Schools has been reduced by 2. In the Sirsa School some of the girls can read Gurmukhi.

Report of Deputy Commissioner, Sirsa; on Female Schools.

166. The Deputy Commissioner reports as follows on these Schools, "as no support "for a sufficient number of these Schools, started last year, was re-"ceived from the Imperial Revenue, and the appropriation of savings "from the Educational Fund Establishments having been prohibited, "I was compelled to stop some of them, and was able to keep up on-"ly 3 from the grant of Rs. 13 per mensem received from the Imperial Revenue, and Rs. "10 from the Educational Cess Fund. 115 girls attend them; daily average attendance 95; "total expenditure Rs. 302-8-4; of which Rs. 158 are from the Imperial Revenue, and Rs. 144-8-4 "from the Educational Fund; Rs. 3-2-11 expended per scholar."

Jail Schools.

167. The statistics of these Schools supplied to the Director's Office being inaccurate, I have not received the usual statements.* There are six Jail Schools, of which I proceed to give a short account.

* *They were returned for correction to District Officers, and could not be got back revised, till Inspector's Report was completed.*—DTR. P. I.

Amballah Jail School.

168. 230 men are under instruction, of whom 109 learn Urdu, and 121 Nagri. The highest class contains 10 men, most of whom can read and understand the 'Qissa-i-Panjab Singh' fairly; 7 men can write short sentences from dictation, and 5 worked a sum in multiplication correctly. Both the Urdu and Nagri Departments appear to have made some progress.

Loodhiannah Jail School.

169. 48 men are under instruction; three can read the 'Pund-i-sud-mand;' some others the longer sentences in the 'Tashil-ul-Kalam.' The progress made is creditable to the teacher, a *Barqandaz*, who receives Rs. 3 per mensem extra for performing this duty.

Delhi Jail School.

170. 74 adult prisoners and 16 boys receive instruction—of the former, 56 learn Persian, the remainder Hindi. The progress of the adult prisoners was not satisfactory. The boys appear to be learning some thing Four of them can read and write easy sentences, and know Arithmetic to multiplication. The boys

learn three hours daily, the adults one. At the time of the examination there were no monitors to assist the teacher.

Rohtuk Jail School.

171. 70 prisoners receive instruction; of whom 58 learn Nagri, and 12 Urdu. Some of the former who are taught by monitors, could at the time of the examination read easy Nagri Books. The Persian Department had been taught nothing; and the Master who is ignorant of Nagri appeared to have confined his attention to performing the work of a Jail Muhurrir.

Hissar Jail School.

172. 50 prisoners under instruction, 26 could read easy Urdu sentences, and some of them know a little Arithmetic. The Nagri Department also was making fair progress.

Sirsa Jail School.

173. This is the best Jail School in the Circle. 91 prisoners under instruction; 72 learn Urdu, and 19 Nagri. In the Urdu Department 15 could read 'Qissa-i-Panjab Singh,' and the Jughrafya-i-Panjab' fluently; and a few could write easy sentences from dictation, and do easy sums in addition and substraction. In the Nagri Department ten men could read a little; the others were quite beginners.

Aided Schools.

174. There are various classes of Aided Schools:—Elementary English Schools attached to Government Vernacular Schools; Mission Schools of different kinds, and purely Vernacular Schools. I have not been furnished with the yearly Statements *of the three former classes of Schools.

*There is so much delay on the part of Managers of Aided Schools generally, in furnishing correct statistics, that these can seldom be prepared in time for Inspector's use while preparing his Annual Report.—Dir. P. I.

Elementary English Schools. Amballah District: Rupar School.

175. The Rupar School is making favourable progress. The highest class is the 4th, and there is an average attendance of 65 boys. The Town School is very largely attended; but of course as there is only one English Master, all the boys cannot learn that language. It is to be hoped that a Zillah School may be established here shortly. This will serve for pupils from the adjoining District of Loodhianah, where there is no Zillah School. I have already submitted a proposal on this subject.

Burya School.

176. This School has made satisfactory progress. The highest class is the 6th, and there is an average attendance of 45 boys.

Mani Majra.

177. The Mani Majra School contains 40 boys, with an average attendance of 38. It appears on the whole to be making fair progress.

Amballah School.

178. In October last the *Amlah* established a School at Ambalah, which is likely to prove very successful, as it will afford instruction to the children of that class of people, who are unwilling to take advantage of the Mission School. The promoters of the School have erected a School house at a cost of Rs. 800, raised by private subscription. They have agreed also not to admit boys, who have at any time attended the Mission School. Hitherto the School has been self-supporting; but an application has been made to Government for a Grant-in-aid of Rs. 80 per mensem. There is an average attendance of 50 boys.

Kurnal District: Panipat and Kythal Schools.

179. The Panipat and Kythal Schools have an average attendance of 54 and 47 respectively; they appear to be making satisfactory progress.

Delhi District: Faridabad and Arab Sarai Schools.

180. Schools have been established during the year at Faridabad, Arab Sarai, and Sonipat. To the former, Masters have been appointed who have passed the Entrance Examination of the Calcutta University. All these Schools promise well. The average attendance is as follows:—Faridabad 32; Arab Sarai 39; and Sonipat 32.

Ludhianah District.

181. An English School has been opened lately at Jagraon; but no grant has yet been made.* The boys are all beginners; but seem to be making satisfactory progress, and some are reading the 2nd book; about 40 are under instruction.

* No application for a grant has yet reached my office.—Dir. P. I.

Gurgaon District: Gurgaon School.

182. There are two teachers in this School on Rs. 70 and 25 respectively. The progress was fair; but the boys of the Upper Classes had been pushed on too fast. The average attendance in April was 75.

Ferozepore : Jhirka School.

183. There have been several changes of teachers here during the year. Lachman Narain the present master, had at the time of the Examination, pushed the upper boys on much too rapidly; and neglected those of the lower classes. The average attendance during April was 36, which shews a very great falling off during the last few months.

Palwul School.

184. The boys of the English Department of the Palwul School passed a fair examination, except in translation from Urdu into English. The highest class is the 4th. The average attendance for the month of April was only 21. The Persian Department is very largely attended; and I should imagine that were the English teacher a man of influence, or if the Persian teacher exerted himself, as he ought, to promote the study of English, the number of students would be larger. I believe that Mool Chund, the English teacher, was considered by the late Mr. Hutton to be superior in ability to most of the Elementary English teachers, and the Deputy Commissioner appears to concur in this opinion.

Sonah School.

185. In the Sonah School there was at the examination a marked improvement since the previous year. The highest class was the 6th. The average attendance was 46.

Farrukhnagur School.

186. The boys of the Farrukhnagur School had made satisfactory progress. In Grammar however, they were rather backward; the highest class was the 5th. Mr. Hutton reported that Salig Ram, was an intelligent hard working man; and that he showed great interest in the Female Schools. The average attendance was 34.

Noh School.

187. The boys of the Noh School had made very satisfactory progress. The subscription has been raised by the pupil, with whom the teacher is popular, from Rs. 20 to Rs. 25; and a similar increase has been made to the Government grant.

Hissar District : Hansi School.

188. The highest class in the Hansi School is the 5th—the progress of the School has been very satisfactory, and the boys passed a good examination. The average attendance during April was 36.

Hissar School.

189. The Hissar School is reported to have made fair progress; but the attainments of the English teacher are not great. This School is supported by a subscription from the municipal funds, supplemented by a Government grant. The average attendance in April was 32.

Rohtuk District; Gohanah Elementary School.

190. The progress of the Gohanah School had not been at all satisfactory. The former teacher however, had been removed to Bahadurgurh; and it was hoped that the School would get on better under the new master. The average attendance during April was 27.

Bahadurgurh School.

191. The Bahadurgurh School was making tolerable progress, but the pronounciation of the boys was bad. The late teacher of Gohanah was sent here just before the examination. The average attendance in April was 31.

Beri School.

192. There is also an English Department attached to the Village School at Beri. The average attendance during April was 31.

Sirsah District : Sirsah School.

193. The highest class in the Sirsah School was at the time of examination, the 4th. The progress of this School has been very satisfactory; and highly creditable to Baboo Jai Chunder Mukerji, the Head Master, and his assistant, Shadi Lal. The average attendance during April was 42. The fees for the year amounted to Rs. 131.

Sources from which Elementary English Schools are supported.

194. Many of the Elementary Schools are supported by the subscriptions of private individuals; others by the municipal funds; and others again as that at Sirsah, partly by private subscription, and partly by the municipal funds. Of course in each case a Government grant is added.

Number of these Schools may be greatly increased.

195. The prospects of these Schools appear to me to be encouraging; and I think that they may gradually be extended with advantage to every Town in the Amballah Circle.

Difficulty of procuring competent teachers will diminish.

196. The difficulty of course is to procure competent teachers on the salaries available; but this is a difficulty that becomes constantly less, as English Education is extended: and although the instruction given in some of the Schools is not, and cannot just now be, all that we could desire, there

is not the slightest reason why thoroughly good teachers should not be supplied in the course of a few years, wherever there is a desire for English Education.

Schools may be improved.

197. It may be hoped too that existing Schools will be greatly improved by new or increased grants, from Municipal Funds in some cases, and in others by raising private subscriptions; or increasing those that are now collected.

Ludhianah School.

198. There is an excellent Aided Vernacular School at Ludhianah, which is making very rapid progress. It is supported principally by the "Amlah;" and is a remarkable exception to the general repugnance shewn by this class to the Government system of education. The Deputy Inspector reports, that the boys of the upper classes passed a good examination in History and Geography. There are 81 boys with an average attendance of about 75.

Mission Schools: St. Stephen's College, Delhi.

199. St. Stephen's College Delhi still ranks first amongst the Mission Schools of this Circle. The 3rd, 4th and 5th classes sent up more students for the Departmental examination than any other Mission School of the Punjab; and these students gained in some subjects higher marks than the boys of any of the other schools.

Ludhianah School.

200. The students of the Mission School at Ludhianah did not take part in the Departmental Examination last year, and I have not yet been able to visit that station.

Amballah City Mission School.

201. The boys of the Amballah City Mission School did not take part in the Departmental Examination I have not been able to visit the school since my return from furlough.

Amballah Cantonment Mission School.

202. This School contains about 96 boys, and receives a Government grant of Rs. 100 per mensem. It put up ten candidates for the Departmental Examination, who passed creditably.

Kothgurh Mission Schools.

203. There are several hundred children, boys and girls, in the Kothgurh Mission School and its branches in the neighbouring villages. The Schools are under the Reverend Mr. Rebsch. The boys learn Urdu, Nagri, Arithmetic and Geography; the girls reading, writing, arithmetic, and sewing.

Sonawur School.

204. The Sonawur School has not made much progress lately. The English teacher has become insane; and it has been found necessary to dismiss him. Until a competent man can be found to succeed him, the School is being carried on by the Persian teacher.

Dehli Female Normal School.

205. The Dehli Normal School is making very favorable progress. It has supplied several teachers during the year, and a Superintendent for the Female Schools of the Amballah District.

Ludhianah Female Orphanage.

206. This School has not been visited during the year under report. It is a very useful Institution, and well conducted.

Sabathu School.

207. The Sabathu School has not been inspected during the year under report, and it is not mentioned in the report for 1865-66. I hope to see it shortly.

Kottah School.

208. The following remarks regarding the Kottah Schools are taken from the report of the Deputy Commissioner of Ludhianah:—"In my last year's report I made mention of the Schools in the territory of Thahlim Ali "Khan, of Kottah, which had been started by "the manager of his estates, Munshi Kunhiya "Lal; these are not in my district, and I regret that I cannot without delaying this report give any statistics regarding them; but "I may say that the scholars are numerous; that there is a large English class; that the system "of education is that followed at our Government Schools; and that when I was at Kottah two "months ago with the Lieutenant Governor's Camp, Kunhiya Lal assembled about 300 boys in "a Darbar Tent; where I visited them in company with the Secretary to Government, Mr "Thornton, and that we examined them, and were much pleased and surprized at the great proficiency which they shewed."

No Schools in Native States are shewn in the Statistical Returns of this or previous Annual Reports, but when a Native Chief expressly desires it, his Schools are examined by the Inspector, as far as time and opportunity will permit.—DIR. P. I.

Patowdi Schools.

209. There are six Schools in the State of Patowdi; two in Patowdi, which is situated half way between Goorgaon and Rewari, and 4 in the adjoining villages, about 100 boys were present at the examination Many of the boys could read Persian fluently; but very few understood what they read. Nagri reading had been well taught; and the boys had also learnt something of Arithmetic.

Nawab of Patowdi.

210. The young Nawab, who is taught by a tutor named Rahmat Ullah, can read an easy English book fairly, and write easy sentences from dictation; and can understand what is said to him, though not able himself to converse in English.

Delhi Normal School.

211. During the year under report, the Delhi Normal School has been under the management of various masters. For some time Mr. Kirkpatrick, the Head Master, was required to teach for a portion of the day, and ultimately for the whole day in the Zillah School, of which he was subsequently appointed Officiating Head Master. The Normal School has been at different times under Pundit Jy Narain and Lallah Payari Lal, the latter of whom now officiates as Head Master.

Number of Certificates awarded.

212. Certificates have been awarded to 26 students Of these 7 were of the 2nd grade; 16 of the 3rd; and 3 of the 4th. 29 students of the preparatory classes attached to the Normal School and the Principal Zillah Schools, passed the Rudimentary Examination.

Honor Class.

213. For some months past there has been no Honor Class; and it seems doubtful whether a class of this description will prove successful at Dehli. I do not think at all events, that it is likely to answer at present. If a Grant-in-aid Arabic School, available for the students of the Collegiate School be established, there will be the less cause to regret the failure of the Honor Class.

Chief Muharrir: Amballah.

214. Ghulam Hydar, Chief Muharrir of Amballah, is specially commended by the Deputy Commissioner. He was formerly a Deputy Inspector; he is a very respectable man; and possesses considerable influence amongst the natives, especially the Mahomedans. * * * * *

Chief Muharrir: Ludhianah.

215. Ghulam Husnain, the Chief Muharrir of Ludhianah, deserves special commendation. The flourishing state of the Schools in that district must be attributed to a very great extent to his exertions. The Deputy Commissioner recommends him for a khillat, and I trust that a reward of some sort may be bestowed on him. He has served for many years in the Department; but owing to the abolition of the old supervising agency, it has been impossible to provide for him according to his deserts.

Chief Muharrir: Kurnal.

216. The Chief Muharrir of Kurnal is more highly paid than the Chief Muharrir of Ludhianah, though he occupied years ago a position in the department very inferior to that held by Ghulam Husnain, and never had the same claims for promotion. The salary was fixed at Rs 70, in order that the services of a man possessing some knowledge of English might be secured. The present Chief Muharrir, Shibba Singh, however, is reported by the Deputy Commissioner to have performed his duties with assiduity.

Chief Muharrir: Dehli.

217. Lallah Bhagwan Dass, the Chief Muharrir of Dehli, has performed his duties in a satisfactory manner; he is acquainted with the English language. Of the Naib Chief Muharrir, whose principal duties consist in superintending Female Schools, the Deputy Commissioner remarks:—"Surajud Din is a man of superior "education, and on this account commands the respect of the educated classes."

Chief Muharrir: Gurgaon.

218. Amar Nath, the Chief Muharrir of Gurgaon was favourably reported on, both by the late Mr. Hutton and by the Deputy Commissioner.

Chief Muharrir: Hissar.

219 Abdul Razak, the new Chief Muharrir of Hissar, has performed his duties satisfactorily.

Chief Muharrir Rohtuk.

220. Sardar Singh, the Chief Muharrir of Rohtuk, has done well. He is a fair English scholar.

Chief Muharrir: Sirsah.

221. Barkat Ullah, Chief Muharrir of Sirsah, is reported to have done well; and the Deputy Commissioner is satisfied with his exertions.

Salaries of Chief Muharrirs.

221. The salaries of the Chief Muharrirs vary from Rs. 30 to Rs. 80, and only a few amongst them have any knowledge of English; the consequence is that the majority of the English Elementary Grant-in-aid Schools are examined only once a year. In my opinion there ought to be a highly educated native to superintend the Schools of each district; and until this is effected, our scheme of education must be necessarily incomplete.

Indigenous Schools.

222. According to the returns furnished to me, there are altogether 637 Indigenous Schools, with an average attendance of 9,376—Some Schools however, contain only two or three boys; and in many the attendance is merely nominal.

Dehli purely Vernacular Schools.

223. As has been already stated, certain purely Vernacular Schools in the city of Dehli receive aid from Government; and these are the best of their class. They have been lately organized, so as to serve as feeders to the English Schools.

Several Schools recommended for grants by Mr. Hutton.

224. Mr. Hutton recommended some four or five Schools for grants. Several of these were in the Gurgaon District; and I thought it better to defer making any application for the present. I was influenced by various reasons, the principal of which was, that it will be necessary to apply for a considerable grant for that district shortly, and that it seemed desirable to introduce a uniform system.

During the year Schools may become eligible for grants.

225. No doubt during the ensuing year, a considerable number of Schools may become eligible for grants-in-aid.

Schools either religious or of inferior character.

226. The majority of the Schools that Mr Hutton was able to see, were either purely religious, or of very inferior character.

Grant for Gurgaon.

227. In the Gurgaon District a large amount is raised annually and expended on the Schools—a grant equivalent to this amount will be shortly applied for; and the Schools can, when it is sanctioned, be much improved.

Remarks of Deputy Commissioner of Gurgaon concerning desire for English Education amongst natives.

228. The Gurgaon District is remarkable for possessing a larger number of Grant-in-aid Elementary English Schools than any other The Deputy Commissioner, Major Cripps, after deploring the difficulty of obtaining good teachers, remarks that:—"A large majority of the seekers "after real knowledge may justly be considered to value it apart from "the distant and often delusive hope of Government employ, for those who have moved much "amongst the natives, cannot have failed to observe a greatly increased desire for knowledge, on "subjects attainable only through books in the English or other European languages."

Natives who have exerted themselves in the cause of education.

229. I proceed to notice those who have particularly distinguished themselves by their exertions in the cause of Education.

Amballah District.

Saad-ud-Din, Tahsildar of Amballah, specially mentioned by the Deputy Commissioner; recommended for a complimentary parwana.

Munshi Hamid Ali, Tahsildar of Ropar; *Said Bahadur Husain Khan*, Tahsildar of Pipli; *Munshi Ajudhya Pershad*, Revenue Serishtadar; *Said Barkat Ali*, Tahsildar of Jagha-dari; and *Munshi Mahtab Singh*, Deputy Inspector of Police Pehowa, and also the Tahsildars of Naraingarh * and of Khari, † deserve favourable notice.

Ludhianah District.

230 Sardar Mit Singh, Honorary Magistrate of Mallowdh, has built a very handsome School house in his village at a considerable cost. Recommended for a Khilat of Rs. 150, and a complimentary Sanad.

Sardar *Haqiqut Singh*, Honorary Magistrate of Bir, has erected a small School at his own expense; recommended for a Khilat of Rs. 50, and a complimentary Sanad.

Indar Mal, merchant Sidwan, has added a Verandah to the School of his village; recommended for a Khilat of Rs. 25.

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* Munshi Ajudhya Pershad. † Mahommad Rashid-ud-din.

Mr. Pollock, Tahsildar of Ludhianah, has exerted himself strenuously to promote education in his Tahsil; recommended for a Khilat of Rs. 100.

Tahsildars, *Salamat Ali* and *Radha Kishan*, who have already received Khilats, continue to show a lively interest in the Schools of their respective sub-divisions.

Gulam Husnain, Chief Muharrir recommended for reward. I quote from the Deputy Commissioner's report:—" The flourishing state of the Schools of the District is mainly owing " to the untiring exertions of Gulam Husnain, the Chief Muharrir. Though he has, I think, on " former occasions received rewards, I am so well pleased with him; that I hope you will support "my recommendation for a Khilat of Rs. 100 for him."

Gulam Qadir, a teacher of the Mission School, shews great interest in the Female Schools; he has sent his own daughter to one of them. Recommended for a Parwanah.

Delhi District.

231. *Lallah Salig Ram*, Treasurer of Delhi, who with his son Lallah Ishri Parshad has founded an English School, I most strongly recommend for a *Khilat*.

Lallah Wazir Singh, who has also established an English School, received a Khilat I believe, last year. Should it be out of the usual course to bestow on him another Khilat, I should recommend that a complimentary letter be addressed to him.

Rajah Lal, Tahsildar of Balabgarh, visits the Schools frequently; and he has also exerted himself in raising a subscription, for the establishment of an English School at Farridabad. Recommended for a complimentary Parwana.

The Deputy Commissioner of Delhi reports that the Lumbardars of Nangal Riya, have added many hundred rupees, to what was allowed for the erection of a School House there; and have made the building substantial, comfortable, and even ornamental; and he strongly recommends some recognition of the interest they have displayed in the cause of education. The name of the Lumbardars will be communicated to you, when I have ascertained them from the Deputy Commissioner.

Gurgaon District.

232. *Salig Ram*, Master of the Farrukhnagur Aided School, has supervised carefully the Female Schools of the Town, in addition to his other duties—recommended for a Sanad.

Pundit Kishan Jiwan of Sonah; *Chuni Lal* a Zumindar of Tauru; *Bisal Singh*, Lumbardar of Harsaru; Khairat Ali, Police Sergeant of Bahora; Husain Ali, Hakeem of Farrukhnagar, and Tafazzul Husain, Police Sergeant of Shahjahanpore, have given much assistance in establishing Grils' Schools on a promising footing; recommended for Sanads.

Harrak Chand, Judicial Serishtadar, recommended for a Sanad for exertions generally; and his assistant Hari Ram, for the interest he has taken in Female Schools.

Kurnal District.

233. *Sham Lal*, the Extra Assistant, recommended for a complimentary letter, for the active interest he has shown in educational matters, as a member of the Local Committee of Public Instruction.

Rohtuk District.

234. *Har Gobind Jiwan*, Tahsildar of Jhujjar, and Iqrar Ali, Tahsildar of Gohanah, recommended for complimentary Parwanahs.

Sirsah District.

235. Baboo Pyari Mohan Head Clerk, through whose influence the English School at Sirsah was first founded; and whose exertions have been the main cause of its flourishing condition; recommended for a Khilat.

Statement of Indigenous Schools.

236. I annex a statement of Indigenous Schools, compiled from the statistics furnished by District Officers.

Post-Script—I inadvertently omitted all mention of Raja Davi Singh, who provides a building for the School at Pipal Mahadeo in the City of Delhi, and who subscribes Rs. 10 per mensem towards the general expenses of the School out of the salary of his son, who is employed as an Assistant English Teacher on rupees 15 per mensem. The rent of the School building might be fairly estimated at rupees 15 per mensem, and an expenditure altogether of rupees 25 per mensem is saved by the liberal conduct of the Raja.

I beg to recommend him for a complimentary Sanad, in recognition of his exertions to promote the prosperity of the School, of which he is the patron.

LAHORE CIRCLE.

INSPECTOR.—C. W. W. ALEXANDER, ESQ., B. A.

[*N. B.—The draft of my own Report was finished before this reached me. I could not wait for it for fear of delaying my own Report.*—DIR. P. I.]

I have the honor to forward my Annual Report, on the progress of education in the Lahore Circle during 1866-67.

Inspector's movements.

2. My own movements during the marching Season have extended over 6 out of the 9 districts included in this Circle. It might have been possible for me to travel over one more district during the time, but I could only have done this by hurrying cursorily over the others, which was what I especially wished to avoid. I started on my tour at the beginning of October, immediately after the half-yearly examination of the Normal School, and marched round the Mooltan and Goordaspore Districts before Christmas, the first part of this tour being very long and tedious. After Christmas I visited every School in the Hooshiarpore and Jullundhur Districts, and about two-thirds of those in the districts of Lahore and Ferozepore. My tour came to an end on the 31st March, when I reached Lahore to be present at the Normal School examination the following day. Altogether I inspected 23 Town, 426 Village, 17 Elementary English, and 6 Female Schools, besides the Grant-in-aid Zillah and Normal Schools. Maulvi Karim-ul-din, my Deputy Inspector, has been actively engaged in travelling about, throughout the year.

The Lahore Circle too large.

2. I have on several former occasions complained of the great extent, and large number of Schools of my Circle, and though I have been much relieved by the transfer of several districts to other Circles, I am still quite unable to travel over more than two-thirds of it during the year. The following extract from the report of Mr. Perkins, Deputy Commissioner of Hooshiarpore, will shew some of the results of the impossibility of my visiting the whole of my Circle, though I must premise that Mr. Perkins' statement, though in the main correct, is so worded as to exaggerate the evil he complains of:—

"There are a few suggestions which this is a convenient opportunity for making. The first is that in avoiding the Charybdis of all inspection, and no work, we appear to have fallen into the Scylla of no inspection at all. The Officers of the Educational Department are the professional advisers of District Officers, and as such the Civil Officers have a right to some aid and advice from them. From causes which I do not understand enough to dilate on, it has happened that the Inspector of Schools of this Circle visited this district thoroughly in 1863 in the month of October. From that time until February and March 1857, he only visited cursorily one-half the district in December 1864, and the Zillah School also once or twice besides. His Deputy, Karim-ul-din, whose duty I take to be to come when the Inspector cannot, came with him in 1863, again alone in August 1866, and even then he saw only little more than three-fourths of the Schools. I mention these facts at Major Fuller's request, not with any view to lay blame on any one who does not deserve it, but to shew that there must be some error in the allotment of Circles of such size, or else in the removal of officers to other work whose business ought to be to inspect Schools. I believe Karim-ul-din, has been largely employed in the preparation of books for months together. This infrequency of inspection leads to very patent evils, which I will not now trouble you with, but it induces one, which is not so manifest: viz, that the teachers who naturally desire to make a good show on these occasions, keep back in low classes boys who are fit for higher ones, in order that those boys may easily read simple books, and so earn a cheap raputation. This discourages the boys and depreciates learning."

Comments on Mr. Perkin's remarks.

4. On the above I must remark, that out of the 7 marching seasons that I have spent in the Punjab, only one, viz; that of 1865-66 has passed without my seeing either all or nearly all the Schools of the Hooshiarpore District. In December 1864 when Mr. Perkins states that I inspected "cursorily one-half the District," I examined carefully all the 5 Town Schools and about half of the Village Schools. After the only cold season in which I could not visit this district at all, I sent Maulvi Karim-ul-din to do so, and he had marched through about half of it, when a severe stroke of heat apoplexy brought it to a sudden end Mr. Perkins, then has really less to complain of in this respect, than any other Deputy Commissioner in my Circle; but he is quite right in saying that more frequent inspection by Educational Officers is essential to the well being of the Schools Mr. Perkins is wrong in saying that Maulvi Karim-ul-din has been detained in Lahore for months together, engaged in the preparation of books. He has occasionally been so detained by our orders for a few days, or perhaps a week or two, but not more, and I do not think Mr. Perkins justified in thus prescribing in what manner the subordinate officers of this Department ought to be employed.

Suggestion of an Assistant Inspector.

5. It is, however, undoubtedly true that the Schools do suffer from want of sufficient inspection, which with the present division of Circles it is quite impossible for them to obtain. The importance of frequent inspection by experienced Officers is thus urged by Mr Spencer, who having had charge of the Schools in the Jullundhur District during the year, has written an interesting account of them.

"The Schools are subject to the scrutiny of the Inspector in the Educational Department and his Assistants: then there is our own professional Assistant in the shape of the Chief Mohurrir, and some of the Schools have been visited by District Officials. Under these circumstances the fear has been not so much that sufficient progress will not have been made, but that the variety of the scrutiny may have encouraged adventitious excellence I have always held that great moderation must be exercised by non-professional Examiners, and non-professional Inspectors of Schools; because they are too apt to confound hurried superficial progress with sound progress. An experienced eye sees real though slow progress, where a non-experienced eye affects to detect slovenliness and failure. I would prefer therefore to leave it to the Educational Department to pronounce in detail on our short-comings or successes."

"One satisfactory feature of the result of the examination of the Schools during the year by the Inspector seems to be the absence of "specimen boys" I cannot conceive a more mischievous thing about a School than the disingenuousness and want of conscience, with which a teacher will push forward one or two sharp and favorite boys to represent the Institution. They easily snare and delude non-professional Examiners, and are made what they are at the expense of the other pupils. I would therefore put forward for your careful consideration the suggestion, that either additional Deputy Inspectors be given to each Circle, or what would be far better that Assistant Inspectors be appointed as they are in other Provinces." *

* *2 Assistant Inspectors for the Lahore and Amballah Circles, where the Schools are most numerous, and 5 or 6 Deputy Inspectors in addition to the 4 now employed, would no doubt make the means of professional inspection very complete.*—DIR P. I.

Educational Durbar.

6. No Educational Durbars on a large scale have been held this year. Mr. Forsyth, Commissioner of Jullundur proposed to hold one early in December, and all the preparations were made to cause it to go off with great eclat; but various circumstances occurred to postpone it, and ultimately it was altogether abandoned. This is very much to be regretted, as it is the second time that the same thing has occurred, and the disappointment to both the boys and the teachers, who had been looking eagerly forward to it, and preparing for the competition which was then to have taken place, was very great. My long absence from Lahore marching in the more distant districts of my Circle, combined with other circumstances, prevented my arranging for a Durbar at Lahore; but this was of comparatively little consequence, as such gatherings have been frequently held of late years in these parts, and the boys were not looking forward to a meeting as eagerly as those of the Jullundhur Doab. A public distribution of prizes to the Lahore College and Lahore and Amritsur Collegiate Schools was held in April, at which His Honor the Lieutenant Governor was good enough to preside. Small local gatherings, at which prizes for learning and athletic sports were offered for competition, have been held in several districts, and especially at Hooshiarpore.

General statistics of Schools in connection with Government.

7. The annual statistics for Schools of all kinds, show that some advance has been made during the year. The whole number of Schools connected with and supported in any way by Government has declined during the year from 1,434 to 1,313: this reduction is owing entirely to the closing of many of the Girls' Schools, which were established in such large numbers in several cities by Native Local Committees. Thus the number of Girls' Schools has fallen during the year from 549 to 450, the greatest falling off being in the city of Amritsur where no fewer than 172 * Schools have been closed, if indeed they ever existed except on paper. The number of names entered on the registers of these 1,313 schools at the end of the year under report was 46,551, and the average daily attendance for the year was 39,454 showing an increase during the year of 1,181 in the number of pupils, and 1,281 in the average daily attendance. The amount collected in fees during the year was Rs 13,306, or about Rs 1,107 more than in the previous year. The number of English scholars has decreased from 6,126 to 5,619, or by 50. This is due entirely to the great secession from the Lahore Mission School, caused by the conversion and baptism of one of the pupils of that Institution, which has lost during the year no fewer than 741 English students.

* *I have noticed in para. 65 of my Report, that a mistake occurred in putting 288 for 111 as the No. of Girls' Schools under the Native Committee at Umritsur during 1865-66.*—DIR. P. I.

8. Besides the above mentioned Schools which are connected in some way with the Government, a statement has this year been prepared of Schools unconnected with the State, as ordered in your Circular No. 54 dated 12th August 1866. It has been found impossible to prepare this statement in the usual form of the annual returns, as the proprietors of those

indigenous Schools keep no registers of attendance or account books. The actual number of pupils of each caste cannot therefore be entered, and only a rough average of attendance is obtainable. The receipts similarly can only be roughly estimated, and the expenditure cannot be calculated at all, as the teachers appropriate all the receipts and have besides other means of livelihood, though they give the greater part of their time to their Schools. Of this class of Schools 1,499 are returned, with an average attendance of 17,315. Of these boys more than about one-fourth are represented as learning Persian, and only 472 as learning Urdu. 877 learn Nagri, 2,040 Sanscrit and 9,370 are put down as "&c.," which means, I suppose, that they learn only Lunda or Bazaree accounts. These numbers are, I am convinced, far below the actual ones, and err therefore, if at all, on the right side. The receipts of these Schools amounted to Rs 28,726-3-8, of which Rs. 2,489 are represented as coming from Government. The great bulk of the expenditure from Government consists of remissions of revenue on behalf of Khangahs, Dhurmsalas, &c, to nearly all of which Schools are attached. No kind of supervision has ever been exercised over these Schools, which follow the same course of study as they did, a hundred years ago. Two Schools are, however, to be excepted, neither of which ought in my opinion to have been entered into this statement, but rather into Schedule No. VI A * These are the private Schools at Futtehgurh in the Goordaspore District, and at Jullundhur, which receive each a grant of Rs. 120 a year under Art. XIV, of the revised Code. At Futtehgurh was formerly a Government Village School, and also a private School kept by Maulvi Mahomed Ali Shah, towards the support of which he had for years received a grant of land. In 1860 the Government proposed to resume the grant of land, and it was then proposed to substitute for it a Grant-in-aid under the ordinary rules. At last in the year under report it was decided to remove the Government School, and leave the field clear to the Moulvie, giving him a grant partly in land and partly under Art XIV, and requiring him to give a good general secular education. He has fulfilled the conditions, and his School when I saw it, was nearly equal to a Government Town School. The Jullundur School is kept by Khalifa Ibrahim; Persian and Urdu only are taught in it, but the proprietor has promised to engage an assistant to teach Arithmetic, Geography, &c. As a literary School, it is an excellent one. This return does not include the Lahore University and Anjuman Schools.

** This Statement is reserved for Schools fulfilling all the prescribed conditions, and enjoying Grants-in-aid under Art. V. of the Revised Code.*—DIR. P. I.

Statistics of Government Schools.

9. The above mentioned 1,813 Schools may be divided roughly into two classes, those supported entirely by Government, and private Schools receiving aid from the State. The first class contains 863 Schools, of which 11 are for adults, 149 for girls, and 705 for boys. There are therefore 10 more Government Schools than there were at the end of 1865-66. The number of names on the books increased during the year from 33,714 to 35,315, or by 1,601, and the average daily attendance for the year was 30,122, or 1,675 more than in the previous year. The number of English Students also increased from 3,031 to 3,142, and the fees from rupees 7,725 to rupees 8,389. I will now enter into some details regarding each class of Government Schools.

ZILLAH SCHOOLS: General Statistics

There are the same 8 Zillah Schools in this Circle as in last year. The total number of pupils has increased during the year from 3,188 to 3,392, that is by 204, and the average daily attendance for the year has been 2,915, or 300 more than in the previous year. The greatest improvement has been in Amritsur, Noorpoor and Rahoon Schools, the others all shewing a slight decrease in the number of pupils, though their average daily attendance does not appear to have declined. The amount of fees collected in all the Zillah Schools, except in that at Lahore, is somewhat greater than in the previous year; the total amount being rupees 5,458 or nearly rupees 300 more than was realized in 1865-66. The greatest increase has been at Hooshiarpoor, Noorpoor, and Rahoon. The total expenditure on Schools of this class in this Circle during the year was rupees 68,930, or about 2,000 rupees more than in the former year.

Cost of Education.

10. Great efforts have been made to reduce the cost of education in Zillah Schools, and the returns for the year under report shew that some success has been attained in this respect. The annual cost of educating each pupil has somewhat increased in the Lahore and Mooltan Schools, owing mainly to the decrease in the average attendance. An increase is also shewn by the returns in the cost of education in the Noorpoor Schools; but this is illusory, and is caused by the fact that the grant from local funds towards the maintenance of the Branch Schools, was altogether omitted from last year's returns. The fact is that the expenditure on this School has been very slightly augmented, while the average attendance has considerably increased, and the result is shewn by the cost to Government of educating each boy having fallen by rupees 3. All the other Schools shew a diminution in the expense of education; but the most considerable reduction is in the Buttalla School, where the cost has fallen by 10 rupees. The Ferozepore and Noorpoor Schools also shew considerable reductions.

General progress.

11 The general progress of the Zillah Schools has been steady and satisfactory. At the Entrance Examination to the Calcutta University, a good proportion of the candidates from all the Schools, which contained boys sufficiently advanced, was successful.

The subjoined Statement shews the results of this examination:—

Name of Schools.	No. who passed in			No. who Failed.
	1st Division.	2nd Division.	3rd Division.	
Lahore, ...	1	2	1	5
Amritsur, ...	...	2	2	...
Mooltan, ...	1	2	...	...

The two boys who passed in the 1st division were Wajid Ali of Lahore, and Deeda Ram of Mooltan. These lads received the early part of their education at the Ferozepore and Dehra Ghazee Khan Schools respectively, both which Schools should therefore obtain some degree of credit for their success. There is now a first class only in the Amritsur and Lahore Schools. A first class was formed in the Ferozepore School, but owing to the smallness of the staff of teachers, the teaching of so many classes was found to be difficult, and I therefore persuaded the boys composing it to join the Schools at Lahore and Amritsur. In the other Schools the classes have all been advanced, the progress being most conspicuous at Noorpoor. The usual written and *viva voce* examinations have been held with satisfactory results. No information has yet been received of the results of the annual law examination.

Staff of teachers in Zillah Schools insufficient.

12. I must beg leave once more to bring to your notice, the great check imposed on the progress of Anglo-Vernacular Education by the smallness of the funds at our disposal. In all the Zillah Schools the number of classes has continued steadily to increase, while the number of teachers remains almost the same as at first. To remedy the evils resulting from the weakness of the staff of teachers, I have had recourse to two expedients. First by gradually abolishing the two lowest classes in the main Schools, and throwing the elementary instruction on the branches to diminish the number of classes, and with it the amount of work falling on the Masters of the former. But this plan necessitates the Branch Schools being placed on an efficient footing with competent English Masters, and for this purpose additional funds are urgently wanted. Noorpoor and Amritsur, where liberal grants are given from local funds are the only places, where I have yet been able to carry this out. The other expedient is to induce the boys of the inferior Zillah Schools, when they reach the higher classes, to go to the larger Schools with a small subsistence allowance. In this way I have always hitherto been able to remove to Amritsur the highest class of the Rahoon School, and lately to transfer the two highest classes of the Ferozepore School to Amritsur and Lahore. But this also requires considerable expenditure, and I am already spending more than is sanctioned for the purpose, so that I shall not be able to give allowances to any more boys for some time to come. So that whichever way it is considered, whether to increase the establishment of Zillah Schools, or of the Branch Schools, or the number of stipends to boys going from inferior to superior Schools, a considerably increased outlay must be permitted, if any real progress is expected in the higher class of Schools of this province.

Athletic sports.

13. Athletic sports have been cultivated in almost all the Zillah Schools of this Circle, with considerable zeal and some success. In March a competition for prizes for Athletic exercises was held in Lahore, and the Lahore and Amritsur Zillah Schools and the Lahore Normal School sent candidates to the games, which were carried on with great spirit for three days: at the close of which His Honor the Lieutenant Governor distributed the prizes. Cricket matches have been played between the Lahore and Amritsur Schools, and other Schools are practising this game with a view to playing matches next cold weather. A difficulty has arisen, however, in many places in finding a suitable play ground within reasonable distance of the School, and this has prevented several Schools from attaining as great proficiency in active games as they might otherwise have done.

School buildings.

14 The only alteration in the School accommodation that has taken place during the year, has been the completion of the Rahoon School house, which is now a most spacious and convenient building. The alteration has been carried out by Hissam-ul-din the Tehseeldar of Nawashahr, and Pertab Singh the Head Master, and speaks well for the care and trouble they have taken for it. The Noorpoor School house remains in the same state as before, though two years have elapsed since Budget Provision was made for its improvement. It is a shed, little better than a stable, and the long

delay in making it fit for the purposes of a School, has had a very depressing influence on the interests of education in the place A portion of the roof of the Head Master's house fell in in November last, and sanction was immediately obtained for its repair, but up to the present time nothing whatever has been done by the Department Public Works * The Ferozepore School House also remains in *statu quo*, as the Local Government would not sanction any expenditure on it from Imperial Revenue, until the final orders of the Government of India, regarding the cost of Zillah Schools should be received I trust that this building will be enlarged this year †

* *Reminder will be again sent to Public Works Department*—DIR P I

† *Reference has already been made on this point*—DIR P I

15 I will now give some account of each of the Zillah Schools in order The Lahore School will, as usual, be separately reported on by the Principal of the College

Lahore School

16 The condition of the Amritsur School is highly satisfactory Taking the main School and its branches together, the numbers have increased during the year from 984 to 1,122, and the average daily attendance from 893 to 953 Rs 1,680 were collected in fees during the year, a very slight advance on the collection of the previous year The cost of educating each pupil has been diminished by about 1 Rupee, and is now less than in any of the higher class of Zillah Schools in the Province

Amritsur School

17 The number of the boys in the main school has been considerably reduced by the gradual extinction of the 9th and 10 classes The measures I adopted to effect this are detailed in para 20 of my last report, and their result has been that the 10th class no longer exists, and the 9th is considerably diminished I expect that after the summer vacation the 9th class will also disappear A considerable number of admissions is still made every month, but only into the classes above the 9th, and the branch Schools and Elementary English Schools in different parts of the Circle, contribute boys who have made some progress in English

Main School 1 Attendance

18 The progress of the classes has been steady and encouraging Of the 1st class, one student did not attempt the Entrance Examination of the Calcutta University, and the other four were all successful, as mentioned above Regarding the other classes the Head Master reports as follows —

2 Progress of the classes

"In the *2nd Class* the standard of ability is low, and the results of the Examination have been less satisfactory The same pains has however been taken with these boys as with their predecessors, so that their ill success may be ascribed to the same causes as produce palpable fluctuations of talent even in European Universities The *3rd Class* though comparing well with the same classes of other Schools, is *per se* rather weak in mental power. The same remark applies to the *6th Class* But the *4th* and *5th Classes* appear to be very fair, and have done credit to themselves and their teachers The lower classes (*7th, 8th, and 9th*) have worked steadily, and contain many promising boys All the classes shew some improvement in writing"

19 A considerable increase has taken place in the number of boys attending the Branch Schools, partly caused by the opening of a new one near the Mogal Gate Mr Lindsay gives the following account of the progress in these institutions —

Branch Schools

"The *teaching* of the Branch Schools has improved under the system of weekly progress reports, but the *number* of boys learning English and Persian has fallen off greatly, being only 468 out of 945 This may be partially owing to the panic caused by the conversion of some boys of the Lahore Mission School, but the more potent cause is suspected to be the jealousy of the 'Pandahs' at the spread of English and Urdu learning It would seem the peculiar province of the patrons of the Schools to correct such unfavorable tendencies, but in their default it appears necessary to have a separate paid person to superintend the Schools, and daily report every occurrence to the Head Master This work is quite enough for one person's exclusive attention"

With regard to these observations I must say, that Mr Lindsay's remarks are perfectly just The influence of the patrons of the Branch Schools is not sufficiently exercised, and our funds have not hitherto permitted us to appoint a special visitor for them I was in hopes that the abolition of the 10th class in the Main School would set free one of the English Masters, whom I might appoint to this work, but when a man was so released, I found that the pressing necessity for an additional English teacher in the Hooshiarpore Zillah School was so great, that I was obliged to send him there I hope when the 9th class is extinguished, that I may be able to supply this want

Remarks on last Report.

20. Mr. Lindsay makes a few remarks on some of the subjects alluded to in last year's report, and I insert them here "In the last Annual Report a remark was made relative to the revival of a debating society "This has not been forgotten; but the present state of English learning in the school does "not appear suitable for the useful existence of such a society; and the Amritsur *Anjaman* "seems a better field for the exercise of any debating talent that may exist in the place. An- "other remark in the report had reference to the imputed avarice of students sent to the "Lahore College, after passing the Entrance Examination. The Local Committee here long "ago pointed out in a *robkar* that 10 Rs. were quite inadequate for Scholarships at Lahore, "and a careful calculation of the expenses of a student at College will bear out this opinion. "The Committee recommended the formation of a Junior College class (*i. e.* a first year class) at "Amritsur as an economical measure; but nothing came of the scheme. At any rate the im- "putation of caring more about money than learning is hardly just; still less is it fair to ap- "ply it to students of Amritsur exclusively."

Regarding the proposal last alluded to I may remark, that the idea of having a Junior College Class at Amritsur is one which I think deserves attention, whenever the salary of an additional Master for that School can be obtained. As this does not appear to be at present practicable, I forbear discussing the subject in this place.

Mention of the Masters.

21. Few changes of importance have taken place during the year in this School among the Masters. Several of them, amongst others Mr Carbery, the 2nd Master, and the two Head Moonshees, have been absent on leave for various periods. Dhunee Ram, a former student of the School, has been appointed a Junior Master in place of Dulput Rai transferred to Hooshiarpore, and Wahub-ud-din, of the Lahore College, has been appointed to succeed Pundit Mokund Lall. Mr Lindsay, the Head Master, has managed this large and important Institution with a tact and judgment that cannot be too highly praised. Of his subordinates he reports as follows, and I quite concur in his remarks:—

"With the teachers generally no fault can be found, as they have worked honestly and successfully, Mr. Carbery has taken great pains with his classes, and also in getting up cricket and other games among the boys. Jeygopal too at first co-operated in the latter good work, but subsequently appeared to flag in his zeal. The boys who took part in the athletic games at Lahore seem to have gained great applause, particularly Hakim, who carried off several of the best prizes. Jeygopal's scholastic duties have been satisfactorily performed, but his attention to the library has not been quite such as could be desired. Some improvement has however recently taken place. The officiating masters generally have given satisfaction; but Dhunee Ram in particular, has deserved great praise for the pains he has taken with the writing of the classes under him, and the improved caligraphy of the school. Of Radha Kishan a most favourable report must be given both in regard to his class work, and to his zealous assistance in visiting the Branch Schools. It is not too much to say, that almost all the boys drafted into the Collegiate School from the Branch Schools, were induced by him to come. The Moonshees have also worked steadily and with care. Shums-ood-Deen, the 3rd Moonshee; Kudrat Aollah, the 4th Moonshee, and Ismael the 5th Moonshee, have been very regular in attendance and diligent in their duties. The first is very useful in the official correspondence, and merits some mark of favor for the assiduous performance of his ordinary work, as well as for the preparation of "Errata" of the Vernacular text books. Ismael has been working in the Aloowalla Branch School since December 1866 Fuzl Deen, and Goolam Mohi-ul-din's absence for a great portion of this year renders it difficult to offer a fair opinion of their work."

Hooshiarpore Zillah School.

22. The number of boys in the Hooshiarpore School has slightly fallen off, there being three fewer than at the end of 1865-66, but the average daily attendance for the year has risen from 288 to 313, a most satisfactory result. In July last the minimum rate of fees was raised, with the consent and assistance of the Local Committee of Public Instruction, from 2 to 4 annas a month, and though this caused a few of the boys to leave the school, the result has been decidedly satisfactory. The amount collected in the year was rupees 455 against rupees 294 obtained in the year before. More might have been done by the Local Committee than was done in the way of increasing the fees, but still considerable improvement has been effected. The large increase in the average attendance has had a considerable effect in reducing the cost of education, the total cost of which has fallen by nearly, and the cost to Government by more than, 3 rupees since last year.

The main School.

23. The main School contained at the end of the year 124 boys, a slight falling off since the earlier months of the year, owing probably to the increase in the rate of fees. The number of classes has however increased, and there are now seven to teach, for which only five masters have been sanctioned By considerably reducing the number of scholarships, I was able to appoint an additional Vernacular Teacher on a small salary to teach the lowest classes, and I have since been able to transfer a superfluous master from the Amritsur to this school, so that for another year the staff will be sufficient.

Creditable progress has been made by all the classes, and the highest is now the second, the boys of which are preparing for the Calcutta University Entrance Examination of December 1868.

Branch Schools.

24. There are as before two Branch Schools, containing together 208 boys. Each of these is now taught by two Vernacular teachers, and English and Vernacular monitors, this increase of establishment having been made practicable by a grant of Rs 30 a month from Local Funds. The boys are all returned as belonging to the 10th class; which may probably lead to the impression that they are all beginners; this however is not the case, as many of them are very well advanced in Persian and Urdu, in Geography and in Arithmetic. In English they are backward, and as there are no funds to provide a proper teacher for them, I see no prospect of this defect being removed, unless greater assistance can be given from Local Funds. These Schools have been very useful in feeding the main school, which has drawn from them many boys well advanced in Persian, and so in a position to make rapid progress in English.

Mention of Masters.

25. This School has suffered some disadvantage from the frequent change of Head Masters. Mr. Kirkpatrick, whose industry and good sense had brought it into a very creditable state, and who had rendered himself exceedingly popular both with his pupils and the townsmen, was removed to a better paid post at Delhi early in the year. Mr Wade, who succeeded him temporarily, performed his duties with zeal and intelligence, but towards the end of the year he had an unfortunate disagreement with some of the members of the Local Committee, and acquired a good deal of unpopularity in the Town. He left to join his permanent post at Rohtuk in March, and has been succeeded by Mr. Millett from Peshawur. The Second Master, Baboo Pearee Mohun, has also been moved, and has been succeeded by Dulput Rai from Amritsur, of whom the Head Master speaks favorably. Pundit Kullian Rai, the 3rd Master has exerted himself with more than his usual industry; and Sokundur Ali Shah, the 2nd Persian teacher, has also done well. The Head Persian teacher, Moulvi Atta Mahomed, is industrious and anxious to do well; he is a good oriental scholar too, and possesses some influence in the place, but unfortunately has little method in his manner of teaching, and is consequently not so successful as could be wished.

Athletic Sports; the Library, &c.

26. Cricket has not been neglected during the year, and two matches have been played between the boys and the gentlemen of the station, one of which resulted in favor of the former. Running, jumping, and other athletic sports have also received encouragement; but there is no ground available near the school house, where they can be properly exercised. The Library has been made more use of by the boys than formerly, but their reading as reported last year has principally consisted of tales. This kind of reading however is one that ought to be encouraged as much as possible, as it tends to familiarize boys with English colloquial idioms, and habits of life and thought; and it is one moreover that as far as my experience goes, few native boys take any interest in.

Mooltan Zillah School.

27. The number of boys in the Mooltan Zillah School has fallen from 217 to 179, and the average daily attendance from 159 to 150. This is owing to the abolition of one of the Branch Schools, a measure which was rendered imperative by the necessity of providing an additional Vernacular teacher for the main School, and the absence of the means of doing this without effecting some reduction in other expenditure. The reorganization of the Mission School on an efficient footing has also had something to do with the loss of numbers in the Government School, as many of the boys in the lower classes have left the latter for the former, on account of the difference in the rates of fees The amount levied in fees during the year was Rs. 344, being Rs 16 more than was collected in the previous year The cost of education has risen from 53 Rs to 61, and the cost to Government from Rs. 37 to 42. This is in consequence of the decline in the attendance.

General Progress.

28. The general progress of the school has been excellent, and reflects much credit on the Head Master, Mr Staines, and his assistants. Last year's 1st class boys passed the Calcutta University Entrance Examination with great credit in December; one being placed in the 1st, and the other two in the 2nd Division. The old 3rd class has melted entirely away, the boys having left for various reasons, but chiefly to obtain employment. All the other classes have been promoted, and are making steady and very satisfactory progress. Twelve more boys have been sent over from Dehra Ghazee Khan, and from the 3rd and 4th classes, so that in the main School the 8 classes beginning from the 3rd and going downwards, are all complete. Mr. Staines, however reports unfavorably of the new boys recently sent from Dehra Ghazee Khan, who he says are by no means equal to the first batch, and many of whom he has little expectation of keeping in the School Of the Branch Schools, Mr. Staines reports as follows, and I entirely concur in what he says.—

"I have nothing particular to report regarding the two Branch Schools. They are improving gradually, but no marked change is likely to take place, until English teachers are attached to them. Hurree Singh, 4th master keeps up an English class in one of these Schools, but I fear this plan will not answer, as a teacher is too fatigued to attend to other work, after performing his regular duties, particularly during the hot months."

Athletic Sports, &c.

29. Athletic sports have been introduced by Mr. Staines with some success, but great inconvenience is felt from the want of a play ground near the School, as it is difficult to persuade the boys to go to a distance for their games. Cricket is highly popular, and I hope next year the Mooltanees will send challenges to other Schools to play matches with them.

Mention of the Masters.

30. Several changes have taken place among the masters. Bishan Singh, the 2nd master, was removed on account of his unfitness for the post, and Baboo Peary Mohun, was transferred from Hooshiarpoor to succeed him. Both the Vernacular teachers have been changed, Ghulam Mohi-ul-din, having been promoted to the Noorpoor Zillah School, and Motee Ram, having obtained an appointment as Nazir in the Bhawulpoor State. They have been succeeded by Inayat Aollah a student of the Lahore Normal School, and Bogta Shah from the Peshawur Normal School. Mr. Staines has managed the school during the year with his usual ability and discretion. I regret that he has lately suffered severely in his health, partly from the effects of the climate, and partly from unhealthiness of his house, which is pronounced by the Civil Surgeon to be unfit for human habitation * The other English Masters, and particularly Hurree Singh, deserve my favorable notice. Mr. Staines does not speak well of his Vernacular Masters.

* *Further enquiry instituted on this point.*—DIR. P. I.

Buttalla Zillah School.

31. The Buttalla Zillah School is not in so satisfactory a state as the others. No very great reduction, it is true has taken place in the whole number of pupils, there being 258 boys on the books at the end of the year under report, compared with 265 at the close of the previous year, and the average daily attendance has increased from 156 to 237, while the amount realized in fees was 370 Rs, or 28 Rs. more than was collected in the year before. These favorable results, however, are entirely due to the success that has attended the Branch Schools, which show decided improvement in every particular. The number of boys in the main school, on the other hand, has declined during the year from 122 to 106, and the average daily attendance from 114 to 86, and the fees have decreased in like proportion. This the Head Master attributes in a great measure to the little desire exhibited by the majority of the townsmen for an English education, and he supports his opinion by pointing out the increasing popularity of the Branch Schools, in which English is optional. There is doubtless some truth in this opinion, inasmuch as the majority of the people are either petty traders with all the narrow views and unambitious thoughts that characterize that class, or shawl-workers and weavers, whose children can earn a livelihood at a very early age. But the real reasons why the main school does not flourish as well as its branches, are that the staff of the former does not contain any men of local influence, while the teachers of the latter are old residents of the place, and that the Local Committee have not given any material support. The cost of education has been largely reduced, the total cost per head having fallen from 27 Rs. to 17 Rs., and the cost to Government from 24 Rs. to 14 Rs.

General Progress.

32. Though the attendance in the main School has so much fallen off, the progress of the classes has been decidedly satisfactory. The highest class is now the 3rd, below which all the classes are complete. To teach these 8 classes, only 5 teachers are sanctioned; but one additional Vernacular teacher is paid from fees and School funds. Even thus it has been found impossible to give all the classes their lessons in the ordinary School hours, and the Masters have therefore voluntarily agreed to work an extra hour, in order that the School might not suffer from the want of Masters. In the Branch Schools fair progress has also been made. Persian and Urdu are well taught, and a Monitor goes for a couple of hours every day to give instruction in English This is all that the state of our funds will enable us to do, but the arrangement is not satisfactory, and until a teacher can be appointed specially to teach English in, and generally superintend the Branch Schools, they will not perform all that may justly be expected from them.

Mention of Masters.

33. The death of Mahomed Ishaq, the much respected Head Master of this School at the beginning of the year, was an event much regretted by all who knew him. He was succeeded by Mahomed Ismael from Ferozepore, an able teacher, who has performed his duties to my entire satisfaction. The only other change of note that has taken place during the year, has been the transfer of the Head Oriental teacher, Meer Abdul Ali, to be Chief Mohurrir of the Mooltan District, and the appointment in his place of Meer Imam-ul-din of Noorpoor. All the teachers have worked industriously and well.

separately There can be no doubt that they are most useful Institutions, and have done much to popularize our Educational System. I will give a brief notice of each Committee.

Amritsur—The Amritsur Committee have not been much more active than they were before. This has attracted the attention of Major Lewin, the Deputy Commissioner, who has drawn up a set of rules for their guidance, which promises to work well, though it is too soon yet to judge of its effects. It is only just however to say that a few members of the Committee, such as Mahomed Shah and Ahmed Jan, do exhibit a more active interest than the others

Hooshiarpore. The Hooshiarpore Committee have not shewed quite so much activity as in former years It is true that they have not ceased to hold their monthly meetings, and they have rendered some spasmodic assistance in raising the amount of fees, but otherwise they have done very little, and few boys have been induced to enter the School through their persuasion. From men such as they are, however, without education or social position, no very great enthusiasm can be expected

Mooltan. I cannot say much more for the Local Committee of Mooltan than I did last year. They have met regularly, but little has resulted from their consultations.

Battalla. During the latter part of the year some increased interest has been shewn in Educational affairs by the members of the Battalla Local Committee. The Mean Sahib and Sirdar Jeymal Singh have been as usual the foremost in giving assistance to the Head Master, and their example has always a beneficial effect on the other members of the Committee.

Noorpoor. The Noorpoor Committee, stimulated by the example of one or two of their members, and by the representations of the Head Master, and the Tehseeldar, a man named Oodey Ram, who has always evinced a warm interest in the progress of education, and whom I intend to recommend to you for a Khillut, has given good assistance to the Schools throughout the year.

Ferozepore—The Ferozepore Committee has done fairly. At one part of the year they allowed their usual vigilance to relax, but on the whole they have done well, and given good assistance to the Head Master.

Rahoon The great progress made by the Rahoon School is an evidence of the interest taken in its welfare by the members of the Committee. In this as in most other small native towns, the people are divided into parties, between which the greatest enmity exists. For some time the members of the Committee worked together cordially, without giving way to their party animosities; but a few months ago, when it was proposed to add another member to their number, all their ill-will broke out and threatened to act in a manner very injurious to the interests of the School. This quarrel has now however been amicably settled, and I trust that all the members will continue to work together as harmoniously as before.

TOWN SCHOOLS.

45. The number of Town Schools in this Circle has been increased during the year from 26 to 29, by the promotion to this grade of the Tandeh, Kunjroor, and Bahadurpoor Schools, situated in the Hooshiarpore, Goordaspore and Mooltan Districts respectively. In the Jullundur District the Kurtarpoor School has been converted into a Town School, in lieu of the one, Bastee Sheikh, which was closed at the beginning of the year as stated in para 51 of my last report. The number of pupils in Town Schools has increased from 2,378 to 2,891, the average daily attendance from 2,095 to 2,441, and the average attendance per School from 81 to 85. Fees have been collected to the amount of Rs 581, or Rs 93 more than in the preceding year, and the cost of education has been slightly reduced 34 per cent of the boys are in the 6th and upper classes, and 19 per cent in the 7th class, leaving 48 per cent of the boys who are still learning their letters This is a slight improvement on the previous year. The number of boys belonging to the agricultural classes amounts to 58 per cent of the whole.

Details of the Schools.

46. There being nothing new or specially noteworthy in the general constitution and state of this class of Schools, I will proceed at once to give some account of the Schools :—

Jullundhur. As before mentioned, the Bastee Sheikh School was closed at the beginning of the year, and shortly afterwards the Kurtarpore Village School was raised to the higher grade, and an English Grant-in-aid School opened in connection with it. This School now promises very well; the attendance is large, and the teachers are intelligent and painstaking. The other older Schools are all in a satisfactory condition; the best being decidedly that at Phillour, the teacher of which is very zealous and intelligent. Mr. Spencer who has had charge of the Schools of the District throughout the year, thus alludes to the introduction of active sports among the boys :—

"There is one new feature in our Schools, which is worth noticing : Cricket and other athletic sports are now beginning to be recognised, almost as part of the school curriculum.

In Kurtarpore, the boys learn to jump, run, and wrestle. This is not a feature which I will neglect. But I would suggest that the issue of prizes be sanctioned, exactly as in the case of prizes in learning. The idea is neither a novel, nor an expensive one. Next year, I hope to be able to report in full detail on this point."

Hooshiarpore.—Very remarkable progress has been made in the Town Schools of the Hooshiarpore District, the number of boys having largely increased, and the amount collected in fees having more than doubled. The Tandeh School has been raised to this grade during the year. The condition of all these Schools, except that at Oonah, where I do not consider that the teachers have worked properly, is very satisfactory.

Kangra.—The Town Schools in the Kangra District remain as they were last year. I have not seen them during the year, but I hope to do so before the end of the month. The Deputy Commissioner has sent me the following report of their condition:—

"There are two Town Schools in this District, at Teerah Soojanpore and Jawallah Mukhee. The average attendance at the first has been 170, and at the second School 93 boys throughout the year, being a trifling increase upon the average attendance in the year preceding. In both schools there are separate Persian and Hindee Departments. I examined both schools while on circuit in March last, and had reason to feel satisfied with the progress made by the pupils in the several classes: the attendance more especially at Teerah Soojanpore was good, and the teachers appeared to be efficient and popular."

Amritsur.—Nor have I been able to visit the one Town School of the Amritsur District. In point of attendance and fees, however, it shows a slight improvement. Moulvi Karim-ul-din started last month to visit this, as well as the other Vernacular Schools of the district; but was obliged by an attack of illness to return before he had seen more than a very few. He will go again during the hot weather.

Goordaspore.—The Goordaspore Town Schools have been increased by the addition of Kunjroor to their number. Notwithstanding this addition, the amount levied in fees has decreased. The collections, however, are as large as can reasonably be expected when the small proportion of non-agricultural students (they are only one-sixth of the whole) is considered. All these Schools are doing exceedingly well.

Lahore.—I did not see the Puttee School in the Lahore District; but I examined all the others. The Kussoor School has suffered very severely in consequence of disagreements among the teachers, which led to insubordination among their pupils. Strong measures have been found necessary to restore order, and all the teachers have been dismissed. The other Schools that I inspected were in good order; that at Baghwanpoor having decidedly improved. In the Choonean School I last year introduced the pupil teacher system, which I found at my subsequent visit had met but a moderate degree of success. At that time moreover the pupil teachers were all on the point of taking employment in the Settlement Department; and as there were no others old enough or advanced enough to take their places, the plan had to be abandoned for a time. In Kussoor where this system was also tried, it had very soon to be abandoned.

Ferozepore.—The Ferozepore Town Schools are all very good, that at Zeerah being particularly so. In the Moga and Zeerah Schools the pupil teacher system has been at work for two or three years. In the latter place under an experienced and very able teacher, it has succeeded admirably; but at Moga where the teacher has had less experience, and the pupils are inclined to be insubordinate it has not done well, and the old system has had to be reverted to.

Mooltan.—There is now for the first time a Town School in the Mooltan District. It is situated at a small town, named Bahadurpoor, and is one of the most carefully taught Schools I have seen.

Montgomery.—I have not been able to visit the Schools of the Montgomery District during the year. They have somewhat improved in attendance, and the Deputy Commissioner reports that the progress has been satisfactory.

VILLAGE SCHOOLS: General statistics.

47. The number of Village Schools in this Circle has decreased by twelve, there being now 667. This reduction has been caused partly by the promotion of 3 Schools to the Town grade, but chiefly to the closing of several thoroughly unsatisfactory Schools in various Districts, with a view to render funds available for the improvement of the rest. Notwithstanding this reduction, the number of names on the books has risen from 22,181 to 23,001, the average daily attendance from 18,619 to 19,271, and the average daily attendance per School from 27 to 29. The fees

have also increased, Rs. 2,127-6 having been collected in 1866-67, against Rs. 1,963 in the former year. The cost of education has remained precisely the same as before, and is below the average for the Province.

Details of each District.

48. I will now give some account of the general state of the Schools in the several Districts.

Jullundhur.—I inspected all the Schools in the Jullundur District during the year, and consider that taken as a whole they are below the average; though some slight improvement is visible since I saw them last, especially in those of the Nawashahr and Phillour Tahseels. This inferiority which is remarkable, from its contrast with the schools of the neighbouring District of Hooshiarpore, I can only attribute to two causes, viz., 1st the fact that between 50 and 60 of the schools have been comparatively recently established, and 2nd that so many changes have been made in the post of Chief Mohurrir, and that some of the men were either inefficient or untrustworthy. The present man is well educated, active, and intelligent, and promises to do well.

Hooshiarpore.—Very great progress has been made by the Village Schools of the Hooshiarpore District. The number of boys has increased during the year by about 1,000, and the average daily attendance by about 600. Fees have also increased very largely, Rs. 632 having been collected as compared with Rs. 335 realized in the previous year. The instruction given in the Schools is good, and above the average of this Circle. The cause of this rapid progress in the Schools of this District, is undoubtedly the very great interest in the subject always displayed by Mr. Perkins, the Deputy Commissioner, and the judicious manner in which he has introduced the system of Village Circle Committees I give here Mr. Perkin's account of the establishment and working of these Committees, which though they have been established in other districts, have nowhere worked as well as they have done in this:—

"The very large increase in the number of pupils in the Town and Village Schools, is due chiefly to the efforts of Local Committees of Public Instruction. It was tried in the Ferozepore District under Major Maxwell, to appoint these Committees in small schools as well as in the chief school, where the plan was commenced in conformity with the orders of Government.

"Hearing of the success of this plan at Ferozepore, I introduced it here cautiously; at first in a few schools, but finding that the distinction of being a member was eagerly coveted that it increased the number of boys, the amount of fees, and the interest in education, the scheme has been extended to 56 schools, in most of which the Committees work with commendable diligence and liberality. One Lumbordar pays about 3 a month in fees for poor boys, and presents to deserving ones; another built a school house at a cost of 47; another spent 18 on the school in three months; and so on in many cases, they have been the means of adding some hundreds of boys to the Schools. Unfortunately nearly all of these boys are very young, as boys do not commonly leave Indigenous Schools to come to Government Schools, so that all whom we can bring in begin at their letters This causes all the lower classes to be over-crowded, and hence the figures given do not devote a corresponding increase in Education, because most of the children are almost infants, and their instruction is at present nearly nominal; yet there is the foundation of a future work, to which we must look with hope."

Two general examinations of Towns and Village Schools have been held during the year, one at Hooshiarpore in the end of October 1866, at which 285 pupils of the 3rd and 4th classes attended, and received prizes to the amount of Rs 343 for proficiency in study and in Gymnastics, and one at the end of March 1867 at which the boys of the 5th and 6th classes attended at their respective Tehseels to the number of 1,200, and received rewards aggregating Rs. 300. The opportunity was taken at the first of these occasions, and also at some previous rural meeting, to confer Khilluts to the value of Rs. 255 and certificates, on those individuals who had distinguished themselves in promoting education, or whom it was needful to tempt so to do. This stimulus, mild as it was, has done good.

The Chief Mohurrir Abdoola deserves to be mentioned with approbation

Kangra.—I have not visited the Kangra District yet, but I have received the following accounts of the schools from the Deputy Commissioner:—

"In a very few Village Schools Persian alone is taught; in a small number Persian and Hindi; and in the generality Hindi only. I have visited several of these Village Schools during my recent tour. I found them generally well attended, the teachers popular and efficient, and I am satisfied that the bulk of the pupils are receiving a fair rudimentary Education Fees are not levied from pupils attending Schools in this District. An attempt was made some years ago, to introduce to the system of levying fees, but it led to such an alarming decrease in attendance at most of the Schools, that it was discontinued.

"The receipts from the sale of books has not been satisfactory, compared with the results of the year preceding, as will be seen from the following figures:—

Receipts in 1865-66,	...	...	... Rupees 546-15-3.
Do. in 1866-67,	...	...	... „ 235-14-0.

"I am at a loss to account for this very large falling off in the receipts from sales of books during the past, as compared with the previous year.

"I would observe that having held charge of this District for about three months only, I am not in a position to offer any decided opinion regarding the state of Schools, and the progress of education. I would remark, as the result of my short experience here, that the people generally are becoming much more alive to the advantages of education; that teachers generally are more efficient than they were a few years ago; that the Schools are on the whole in a satisfactory state, and that the progress of Vernacular Education is on the whole good. I think however it would be advantageous, if Persian and Urdoo were more freely taught in the Village Schools, where the education now given is too much confined to the Hindee dialect.

"I have to remark that Mr. Lyall, the Settlement Officer, has done much for the cause of education, and has given a great impetus in the work of the Department, by giving employment to a large number of the pupils in different Schools. In almost every School that I visited, the absence of the pupils in the senior class was accounted for, by the circumstance of their having obtained employment in the Settlement Department. The course thus followed by Mr. Lyall is the very one to make our Schools popular.

"Pundit Ram Ruttan, Chief Mohurrir, has worked satisfactorily and has been attentive to his duties. I take him to be neither very much of a scholar, nor a man with any particular aptitude or taste for the special work of the Department; he works for his pay without any special interest in the cause of education."

Goordaspore.—The Goordaspore Village Schools continue to make good progress; one has been promoted to the town grade, and several others are nearly up to the town grade standard. I consider the Schools of this District taken collectively, as second, if not equal to those in the Hooshiarpore District. The Chief Mohurrir, Ahmed Shah, continues to maintain his character as a most zealous and intelligent officer. The Deputy Commissioner, Major R. Young, writes of them as follows:—

"The number of scholars has fallen, apparently 301, really 138; the difference being made up by the 2 schools removed to other grades. This diminution also is unreal, being temporary, and caused by the closing of several schools, with a view to better geographical distribution, and to the new schools not yet being in full operation. Since 1st April last I have placed some one or more neighbouring native gentlemen in charge of each Village School; an idea for which I have to thank Mr. Perkins, Deputy Commissioner of Hooshiarpore. I differ from him however, in giving them power to spend the receipts by fees on proper objects. I only notice this here, that I may remember to report the result next year."

The introduction of the system of Village Committees is of course too new to be commented on yet; but I must observe that I do not agree with Major Young in his policy of giving the Committees authority to spend the fees. The amount realized in each place must be very small, not averaging more than a few annas a month, the expenditure of which in this way cannot be productive of any good; whereas the whole receipts of the District amount to about rupees 50 a month, an income which if kept in the hands of the District Officer, and judiciously expended in pay for monitors, assistant teachers, rewards, furniture, &c., might effect valuable results.

Amritsur.—I have not visited the Amritsur District this year, but Major Lewin, the Deputy Commissioner writes of his Village Schools as follows:—

"The number of Village Schools was 127 to 130 in last year. The decrease is owing to the abolition of 3 Schools, which were abolished because it was found necessary to provide for a reduction, which had been made in the district allotment from the 1 per cent educational cess, and they seemed the least desirable to retain."

There has been a decrease in attendance, partly accounted for by the reduction of the 3 Schools above referred to, and the fact that the amount of fees is the same shows that the falling off has been in the attendance of children of agriculturalists. I am not of opinion that it is to be

justly supposed that because there is a slight decrease, education is less popular than heretofore with the agricultural classes. The reverse I believe to be the case. I believe that every day the belief in the value of education gains ground in the minds of this class in this District: the true cause of the numbers attending standing still is, I believe, the children in some localities being no longer driven to school *nolens volens*.

"In regard to general progress, although the attendance has decreased the average attendance has been more satisfactory, having been 4,611 to 1,563 in former year; and the numbers in the higher classes also tend to shew, that the pupils steadily advance in knowledge.

"Well founded complaints have been made against the Chief Mohurrir of indecorous behaviour, the result of his being given to dissipated habits. He however has made promises of amendment, and I believe he is at least sincere in his promises. Whether he will have the self-control to keep them, is another matter; and as you have stated your opinion, that the Schools have generally much improved under his supervision, I do not at present desire his transfer."

Lahore.—The Schools in the Lahore District shew decided improvement during the year. Though still below the standard, they are better taught than formerly, and the attendance in them has increased. Committees have been formed in every village where there is a School; but they have not as a rule worked as well as in other districts, partly perhaps because the indiscriminate manner of their appointment has reduced their importance in the eyes of their members and the people at large, and partly because little notice appears to have been taken of the majority of them by the Local Officers.

Ferozepore.—A marked improvement has taken place in the Village Schools of the Ferozepore District, the average daily attendance having increased by upwards of 400 Satisfactory progress has been made in other respects besides attendance, and the system of Village Committees of which Major Maxwell was the originator, has worked in this District with fair success. Major Maxwell reports of his Schools as follows:—

"I visited and examined most of the Schools, while engaged in my annual tour round the District. I gave rewards to the most deserving in the presence of the Lumberdars and other notables assembled for the occasion, and impressing on them the advantages of education, urged them to give all the support in their power to promote the cause. All the Schools were apparently in good order.

"The experiment tried by the appointment in the preceding year of the Village Committees of education, has proved to be highly successful. In some places they have not only assisted by their best exertions, but also supplied the Schools with furniture at their own expense. I may in conclusion speak favorably of the Chief Mohurrir, Mahomed Hoosain, who has been very attentive to his duties. He received from me a silver watch as a prize at the educational meeting held in March last."

Mooltan.—The attendance in the Village Schools of the Mooltan District has somewhat fallen off, but in other respects they shew some improvement. Mr. Beachcroft, Assistant Commissioner, visited most of the Schools during last cold weather, and did much both to improve their condition, and to stimulate the people to pay more attention to the subject of education. The excellent condition of some of the Schools shows that with care much may be done among the wild population of this District, and I have good hopes that the new Chief Mohurrir, of whom the Deputy Commissioner writes as follows, will gradually be able to effect a great improvement:—

"The new Chief Mohurrir, Moulvi Abdool Ali, is a very intelligent, well educated and hard-working man. He is frequently out on tour, and although this year's returns shew a decrease in the number of pupils, there is an improvement in the character and efficiency of the Schools under his supervision."

Montgomery.—I have not been able to visit the Montgomery Schools this year, but the Deputy Commissioner gives a good account of their progress. He writes as follows:—

"The Chief Mohurrir, Narain Dass, has performed his duties very satisfactorily. The favorable results apparent in all the Schools are due mainly to his exertions. I have received no complaints against him from the teachers of the Schools over whom he presides."

Remarks on Vernacular scheme of studies by District Officers.

49. The subject of the scheme of studies for Vernacular Schools is again raised by two District Officers. I will first give their views in their own words, and then add some comments thereon. Mr. Spencer writes as follows from Jullundhur.—

"Occasionally I find complaints that the scheme of studies is not adhered to, or that sufficient attention is not paid to such subjects, as History, Geography, and Grammar. Although this is not the place for discussing the propriety of laying any very great stress on efficiency in the last named subjects; still at a time when thoughtful men, differing in other respects agree only on this point, in insisting on a smaller share of a pupil's time being devoted to these subjects (particularly Grammar), it would seem sufficient to ascertain, that the pupil is efficiently grounded in the elementary arts of reading and writing, and casting up common sums in arithmetic. The subject has been so recently discussed in connection with English and Continental plans of education, that it is sufficient to notice that inefficiency in these elementary arts has been found to prevail to a startling extent, and to be at the bottom of a great deal of failure in the science of teaching. And it follows, I think, that if there is barely time to cram a variety of subjects into a pupil's mind with any thing like success, we had better confine ourselves to as few as possible. What would a Village School pupil lose by such subjects as Grammar, History, and Geography being clean struck out of their scheme of studies? Nothing."

Mr. Perkins of Hooshiarpore writes thus:—"I cannot but think that it would be as "well, if Geography and History were dropped out of the curriculum for Village School "classes, below No. 5. The necessity of reading these subjects is a very disagreeable one "to the pupils; they are commonly not well taught by the Master, and they only distract "the attention, and occupy the time of lads, most of whom will never require them or think "of them. The greater simplicity we can attain to in these Schools, and the greater elabora "tion in Town and Normal Schools, the better and more useful will be the character of our "work."

Comments on the above.

50. The general principle indicated in both the above extracts is undoubtedly true, viz., that in primary schools the utmost simplicity should be aimed at, and that such subjects as Geography and History should not enter largely into the course of study, until the more essential reading, writing and arithmetic have been fairly mastered. This however is the aim of the present scheme of studies for Vernacular Schools, and though I think it might be still further simplified, I cannot altogether agree in the views of either Mr. Spencer or Mr. Perkins. The latter has evidently written under a misunderstanding, inasmuch as no History is taught in the classes below the 5th, and of Geography, oral instruction in the maps of the Punjab and Hindoostan only is prescribed for the 6th class. I would strike out the map of Hindoostan from the curriculum of the 6th class, and make some other slight alterations in the Geographical course of the upper classes; but otherwise I would not recommend any alteration in the present scheme, which has recently been modified, as suggested by Mr. Pearson last year, by the introduction of a larger amount of Persian. I cannot at all agree with Mr. Spencer's opinion that Village School boys would lose nothing, if History, Geography and Grammar were altogether struck out of their course of study. On the contrary, indifferently as these subjects are taught in our Vernacular Schools, and distasteful as they are to a large mass of the people, I think our system of education would lose some of its most civilising effects, if such a measure were adopted. At the same time they ought not to enter so largely into the curriculum, as to interfere with the proper acquisition of the first essentials, reading, writing and arithmetic. This subject admits of lengthening argument, which would be out of place here. I have merely alluded to it as it has been brought to notice in the District reports.

FEMALE SCHOOLS: General statistics.

51. The number of Female Schools has been increased from 129 to 147 by the establishment of 19 new Schools in the Montgomery, and two in the Hooshiarpore District, and the closing of two in the Jullundhur and one in the Kangra District. The number of girls under instruction has increased from 3,050 to 3,353, and the average daily attendance from 2,762 to 3,076. The whole cost of educating each girl has fallen by, 1 rupee; but the cost to Government has risen from 1¼ anna to R. 1-7-4, in consequence of the order that schools in towns should be supported from Imperial Revenues, and not from the 1 Per Cent Educational Cess. The number of girls learning English is 100, or 88 fewer than at the beginning of the year: these are all in the Jullundhur District.

Details of Districts.

52. I have been able to visit only very few of the Female Schools during the year under report; those that I saw were making fair progress, I will give some account of the Girls' Schools in each district.

Jullundhur.—Some falling off is visible in the attendance in the Girls' Schools of the Jullundhur District, but otherwise I believe they are doing well. Many are almost valueless, and have not made the slightest progress since their foundation. Those especially where there are more than one such in the same place, I would be inclined to close. Many on the other hand are really doing well, and impart a very fair education to a considerable number of girls. I have seen specimens of their needlework and fancy work, English and Persian writing, and arithmetic, which were very creditable. I subjoin extracts from a report by Mr. Spencer on the condition and prospects of these schools:—

"There is, in my judgment one *sine qua non* for the success of female education, and that is the exercise of the personal influence of the District Officer. Colonel Elphinstone succeeded in his female schools, because there was hardly a District Officer, who was his equal in knowledge of the people generally, and of the leading men in the district in particular, and in the tact and ability with which he utilised this knowledge. Although therefore the converse of the proposition may not be true, I entertain no doubt that Female Schools will not flourish, unless the District Officer has the leisure or the inclination to use his influence with men who lead native society. Now, in the Jullundhur District, we have during the last two or three years had such a succession of District Officers, that there has been no room for the exercise of any personal influence, and Female Schools have therefore been steadily declining. But much may be hoped for in the future.

"And if this point is borne in mind, if it is not forgotten, that the establishment of Female Schools among natives implies a vast social revolution, we shall see at once what tender nursing is necessary for the growth of such a delicate plant. It would be I think a confession of incapacity to consider the question of giving up Female Schools. We have put our hands to the plough, and it is ill turning back. I am quite confident that patience and energy combined will give us what we want; and that a few years of steady perseverance will reward us with a permanent impregnation of our ideas. A School may fail us, here and there, but we shall have succeeded in reaching the minds of the people, and in penetrating them with some really solid notions on this important subject.

"And again, there is little need for insisting on all Female Schools being Government ones. It ought to be a point to encourage the establishment of Schools, free from every kind of Government supervision, and which would afford us any information we might require, voluntarily. Of course, the conditions upon which we might consent to receive such information as trustworthy would be proposed by us, but would not be accepted otherwise than voluntarily by those concerned. I beg to conclude this Memo. with a few notes furnished by a lady who visited some of the Jullundhur Schools:—

'"In April last, I visited Uffur Ullah's School. The girls were taught English, Persian and Urdoo. Some of the big girls, and one or two of the smaller ones read, spelt and wrote very well. They were well taught in English and Urdoo. The girls were also very neat and clean, and did both needle and fancy work very well. I saw about 30 or 40 girls present.

'"Shere Ali's School, which I visited on the same day, was also an English, Persian and Urdoo School. This is the best of all I have seen. The first class girls spelt, read, and wrote very well. They were also well up in Geography; and made use of the maps both in English and Persian. But they were backward in Arithmetic, though they were anxious to improve. The girls did fancy and needle work very neatly. About 35 girls were present, the attendance I was told was 37 daily.

'"On the 8th May I visited Bahadur Ali Shah's School. There only Persian and Urdoo were taught. The few girls I called up read very fluently and nicely, and also wrote a little, and knew something of Arithmetic. The teacher was evidently a painstaking man. The girls did some fancy and needle work very nicely. There were about 30 present.

'"I visited two other Schools on the same day: one known as Hyat Beebee's, and the other as Kummerdeen's. I examined the girls of both together. They could read and write a little (Persian and Urdu,) but were very backward in Arithmetic, nor did I see much of their work, and what I did see was very badly done. These Schools though they cost a good deal, have very little to show. About 40 or 50 girls were present.

'"Oomur Bebee's School, which I next saw proved a more satisfactory one. The girls had been well taught both in Persian and in Urdoo. They read well, and were capital in Geography including the use of the map They wrote very nicely, and knew something of Arithmetic. Teacher and pupils were all neat and clean, and well mannered. The girls did some work. There were about 30 present.

'"On the 9th May I visited Ummer Ullah's School, and examined the girls along with those of two other schools—Mussumat Jennee's and Fakkeer Ahmed's Schools. Altogether there were about 35 girls present. One girl in Ummer Ullah's School I found very smart in English and Persian; she read, spelt and wrote very nicely. The others I called up broke down in reading, and seemed generally backward. A girl about three or four years old in Mussammat Jennee's School was very good in English: she could give the meanings of words of one syllable, and seemed altogether a promising little thing. But I cannot say much for the other girls. They could read a very little and that is all, and the knitting of some of the girls was good.

'"Gholam Beg's School which I saw on the same day contained about a dozen girls, with whom no pains whatever had been taken. The girls at first seemed unwilling to learn any sort of work. Nevertheless both they and the teacher offered eventually to improve in this respect.

'"Emam Bux's School (a Persian and Urdu one), was very bad. There were no girls present when I went, but a few came together afterwards. They knew however nothing more than their letters. The teacher explained that he could not get the girls together; though a quiet good old man, he seemed to have no influence in the School. The girls object to being taught any work. I do not think any thing would be lost by closing this School for good.

'"Chandan Shah's School proved almost as good as the preceding one. There were about 20 girls, of whom only one or two read decently and that was all."'

Hooshiarpore.—The Hooshiarpore Girls' Schools are thus reported on by the Deputy Commissioner:—

"It is to be lamented that no efforts have hitherto availed to get up really good Girls' Schools in the towns. The people of Hooshiarpore subscribed for three Girls' Schools, which were established; but two of them proved to be a mere sham, and have been closed. The third still goes on, and may prove the origin of a useful movement in this direction hereafter. A good Girls' School exists at Oona, and three more have been opened, two at Tanda, and one at Detarpore, by public spirited individuals. These were left without Government countenance for several months, in order to check the mushroom-like growth with which these institutions are reported to spring up in some districts. I cannot say the thirst for teaching girls is as yet strong or general, but the prospects for the future are favorable, and the increase if not spasmodic is I hope steady."

Kangra.—The Deputy Commissioner, Major Paske, reports as follows on the state of the Girls' Schools in the Kangra District:—

"Seven Female Schools have remained open during the year with an average daily attendance of 124 girls. I had an opportunity of examining one Female School I found it attended by about 30 girls of ages varying from 5 to 12 years: the instruction was in Hindee. Most of the girls could read and write. Some could do easy sums in Arithmetic. I have reason to believe that these Female Schools are popular. In addition to the Female Schools supported out of the School Cess, there are 50 indigenous female schools aided by grants from Government, in all of which the attendance aggregates 957 pupils."

Amritsur.—Of the Amritsur Girls' Schools, Major Lewin writes as follows:—

"In 1865 there was only one Female School at Vachoa in Purganna Ajnalla, the attendance at which was 11. The attendance has increased in 1866-67 to 30. All of the children learn Urdoo 13 new Schools were established in the past year, with an attendance of 198 girls, who are instructed in Urdoo, Nagri and Goormukhi. These Schools have been established principally through the assistance of the zaildars, who have proposed them in villages where there has appeared at least a not unwillingness to see female children taught. I cannot myself see any advantage in planting these Schools at places where the people dislike them. I believe so doing greatly retards the spread of any female schools of the least value."

The 13 Schools *alluded to do not appear in the tabular statement for either Government or aided Schools, and are therefore probably supported entirely by private subscriptions.

** Inspector has been requested to make further enquiry, and report the exact source from which these Schools are maintained.*—DIR P. I

Goordaspore.—The Goordaspore Female Schools have suffered no decline during the year: one of them is situated at Donanuggur; it is the oldest of them all, and has made good progress. Two others have been established at Dehra Baba Nannuk for the daughters of the Bedees, and are doing well.

Lahore.—Of the 10 Schools in the Lahore District, 8 are situated at Kussoor. These have decidedly improved. In the Mahomedan Schools I found several girls who could read Urdoo freely: none had commenced to write. The Hindee Schools are more advanced, and have been very fairly taught. The other Schools I have not seen.

Ferozepore.—The Hindee Schools mentioned by me in my last report as situated at Zeerah in the Ferozepore District has been closed, and another for Mahomedans opened in its stead. I was exceedingly pleased with the progress made in the Girls' School at Dhurmkote. Reading, writing, grammar, and the Geography of the Punjab were well known by the girls

of the highest class, who answered readily and intelligently in all those subjects. The others had also made fair progress, and two of the eldest clamored for monitorships, which was a good sign. If the grant of a small allowance will induce them to remain at School for some time longer, they may hereafter be useful as teachers. Major Maxwell writes as follows regarding these schools:—

"I also saw the Female Schools, and though the education there imparted is not of a systematic character, yet in introducing so important a reform in a half civilized country, we must for a time be patient with imperfections, and rest satisfied with the mere inauguration of the measure. Comparatively speaking the progress made by this class of Schools is highly satisfactory."

Mooltan.—I was not asked this year to visit the Mooltan Girls' School, and did not like to press the subject. I have therefore no information as to its condition.

Montgomery.—This is the first time that Female Schools enter into the returns of the Montgomery District. Some of them were however in existence past year, but were supported by private subscriptions. I visited one or two of them and found them doing fairly.

JAIL SCHOOLS.

53. The number of prisoners under instruction in the Jails has slightly increased, there being at the close of the year 2,543 names on the school books, and the average daily attendance having been 2,307. The whole cost of educating each man has slightly decreased, but this year there has been some expenditure from Imperial Revenues, which occasions for the 1st time an entry in the returns of (8 pie) cost to Government, for educating each pupil. The total expenditure on this class of schools has been again reduced by rupees 55. There were at the end of the year 17 men in the 5th class; 139 in the 6th; and 363 in the 7th, indicating that about 20 per cent of the prisoners could read and write more or less, an improvement of 4 per cent on the preceding year. A large number of men have, however, left the jails during the year, who had learned to read and write fairly during their imprisonment, and of whom in most places no record is kept. Thus I found that 18 men had been released from the Ferozepore Jail in the 12 months intervening between my inspections, and about 50 from the Lahore Central Jail, who had learned to read and write fairly, since they entered those Jails. It would give a better idea of the educational work actually done in these Institutions, if a register were kept in all Jails of the prisoners who left them able to read and write, and who had learned all they knew, since their confinement.

Notice of some of the Jails.

54. A few only of the Jails call for special notice.

Jullundhur.—The Jullundhur Jail school has certainly improved during the year. The time allowed for study has been extended from one hour to three, and the prisoners are divided into three gangs, each of which receives separate instruction for one hour. About 18 or 20 of the men are able to read freely at sight, and several can write well.

Amritsur.—The Amritsur Jail School receives much more attention now than it did formerly: and Doctor Hinderson who has just obtained charge of it seems likely to bring it on well.

Lahore Central Jail and Female Penitentiary.—The Lahore Central Jail School has made good progress during the year. Doctor Gray, the Superintendent, who takes great interest in it, writes as follows regarding it:—

"The 6th class is the highest class. There were in it at the commencement of the half-year 73 pupils; there were promoted during the half-year from the next lower class 25; and there left it, in consequence of being released, 18. With the exception of about 14 or 15, all who were in this class at the end of the half-year, or who passed through it in the course of the half-year, received the whole of their training since they were received into Jail. Some of them are able to read and write Urdoo very well, and to do simple sums in arithmetic.

"In the 7th class there were 136 at the end of the half-year, a good many of whom were pronounced by the Inspector of Schools at his recent visit of inspection to be nearly fit for the higher class. In this class they are supposed to be able only to write short words, and to read easy sentences in Urdu.

"The eighth class consists of beginners, many of whom never get further than the commencement. When it is taken into consideration, that by far the greater portion of the prisoners are rough and uncivilized Juts, Sansees, Beloochs, &c., who never thought of recognizing a letter before they were set down to the alphabet in the Jail, it will not be matter of surprise that some of them never cross this *pons* of the 8th class. There are however a good many of the prisoners, who take an evident interest in learning I encourage this in every legitimate way I can, by now and then examining classes in the different words, and by making Moon-

shees of, and otherwise rewarding, those prisoners who make rapid progress. After the Inspector of Schools' last inspection, several prisoners recommended by him were promoted to be monitors."

The Female Penitentiary containing 90 prisoners and having an average attendance for the year of 87, does not appear to enter into the tabular statement of Jail Schools.* Education here seems to have made some progress, for I see from Dr. Gray's returns that 3 women are in the 6th class and 30 in the 7th, from which it would appear that some 30 per cent of the prisoners can read and write to some extent. 12 women left the Penitentiary during the year after having advanced as far as the 6th class.

**Enquiry will be made into this apparent omission.*—DIR P. I.

Ferozepore.—The Ferozepore Jail School has continued to work well during the year: some of its pupils have made better progress than those of any other Jails. Major Maxwell, the Deputy Commissioner, writes as follows regarding it:—

"Mr. Wakefield will report fully on the condition of the Jail School; but I must not omit to mention here that the success it has attained, both as regards discipline and improvement in studies, is mainly due to the careful supervision exercised by that officer."

AIDED SCHOOLS. College.

55. Following as is usual the order of the tabular returns, I now come to Aided Schools, and first of all to the American Presbyterian Mission College, Lahore. This Institution though it has lost several of its pupils in consequence of a religious panic alluded to below, has continued to work well throughout the year The best proof of its efficiency is the success of its pupils at the University Examination. The cost of education is low for an Institution of its class, but the amount levied in fees is much less than it ought to be.*

**This is a point I forgot to remark upon in my Report.*—DIR P. I.

56 Next come the Aided Schools of the higher class, that is those capable of teaching up to the Calcutta University Entrance standard The number of these has been increased by the bestowal of a grant on the Mission School at Mooltan; but the number of pupils has fallen from 2,823 to 2,537, and the number of boys learning English from 2,516 to 1,866 in consequence of the large secession from the Lahore Mission School alluded to above in para 55. Notwithstanding the falling off, however, the average daily attendance has risen from 2,133 to 2,225, and the fees from Rs. 3,036 to Rs 3,363. The cost of education in these Institutions has increased from Rs. 17-8 to Rs 20-6, but this is due to the enormously increased cost of the Lahore High School, the cost in the other Schools having generally diminished. The whole amount of aid given to these Schools by the State during the year was Rs. 21,489-2, or Rs. 6,463 more than in the previous year.

American Presbyterian Mission School, Lahore.

57. The Lahore Mission School has lost 667 pupils during the year, in consequence of the religious panic that followed on the conversion and baptism of a young Hindoo, and the effects of which were felt all through this part of the Punjab, and influenced the attendance on the distant Schools of Noorpoor and Mooltan Latterly the School has recovered some of its numbers, and at the close of the year contained 1,049 boys. The average daily attendance for the year was 972, compared with 1,261 in the previous year. The proceeds of fees have been reduced by Rs 200 to Rs. 583, and the cost of educating each pupil has risen from 11 Rs to 17. The rate of fees taken in this School is very small, ranging from 2 to ½ anna, and considering that the rate has now been so much raised in the Government School, I think that some increase might fairly be called for here In other respects the state of the School is very satisfactory.

Amritsar Mission School.

58. The Church Mission School at Amritsar has made satisfactory progress during the year, under the judicious management of the Revd. Townsend Storrs. The boys of the Branch Schools having this year been shewn in the School Returns, the number of pupils has increased from 172 to 522, and the average daily attendance from 141 to 491 The number of English scholars has also increased from 172 to 263, and the proceeds of fees from 164 to 359 rupees. The cost of education has been diminished from Rs. 53 to 20, and the cost to Government from 21 to 7 rupees. Here also I think the rate of fees might be raised with advantage, inasmuch as in the Government School, the minimum rate is 8 annas a month, whereas in the Mission School the maximum is only 2 annas. The internal discipline and mode of instruction are much improved, and altogether I consider the School in a more satisfactory state than it was in last year. The reading of the highest class was particularly good. One of the students of this School passed the Entrance Examination of the Calcutta University in December in the 2nd Division.

American Presbyterian Mission School Jullundhur.

59. The Jullundhur Mission School continues to maintain an excellent character as an educational Institution. The number of pupils has been increased from 363 to 420, and the average daily attendance from 318 to 336. This increase has been caused by the opening of two Branch Schools, one in the city of Jullundhur and the other in the Bastee Sheikh Darwesh, which though they have, as might be expected, drawn away a good many boys from the main School, have increased the whole number brought under instruction. In these Branch Schools no English is taught, and in consequence the number of English scholars has fallen from 241 to 221. The main School is as usual admirably managed by the Revd. Mr. Goluknauth, but I doubt if the Bastee Sheikh Durwesh Branch School adequately fills the place of the Government School, which was closed at the beginning of the year.

No candidates were sent up this year to the Entrance Examination of the Calcutta University.

ADULT SCHOOLS.

60. The Adult Schools are the same as before, and continue on the same footing. In both the attendance has somewhat declined, especially in that belonging to the American Presbyterian Mission.

Lahore High School.

61. The Lahore High School for boys of European parentage has had a considerable accession of numbers; nevertheless the average cost of educating each pupil has increased enormously, the whole cost having risen from Rs. 146 to Rs. 208, and the cost to Government from Rs. 13 to Rs. 131. Great care has been bestowed on this school by the Secretary, Mr. Miller, and the progress has been satisfactory. A new school house is being built for it, and is rapidly approaching completion.

Kangra Mission School.

62. The Church Mission School at Kangra appears to have lost a considerable number of pupils during the year, though the average daily attendance has improved. The amount collected in fees is somewhat larger than in the previous year, but still much less than it should be. The cost of education has slightly decreased. I visited this school at the beginning of the year, and found it in a satisfactory condition.

Narowal School.

63. The Church Mission School at Narowal has declined very much, both in the number of pupils and in the average daily attendance. A small proportion of the boys (about one-third) learn English, and fees do not seem to be carefully exacted. The cost of education here is high, for a school of its class. I have not been able to visit this school this year.

Mooltan Mission School.

64. The Mooltan Mission School was established in 1859, and in 1860 a grant-in-aid was sanctioned for it by Government. On the establishment of the Government Zillah School in Mooltan, however, the managers of the Mission School relinguished their grant, which was not renewed until January last. I examined the school before the grant was sanctioned, but it had not at that time been properly organised. It has since I believe, been placed on a proper footing, but as all the arrangements are so new, there is little to report of progress made.

65. Middle class aided schools are of two kinds; viz. those managed by Mission bodies or Local Committees, and the Elementry English schools attached to Government schools, which though supported on the grant-in-aid principle are under the immediate management of Government Officers. The number of schools of the first of these two classes has increased from 3 to 9, by the bestowal of grants on several new schools, each of which will be noticed below.

Church Mission School Jhundeealla.

66. The Jhundeealla School has certainly improved during the year. The attendance has slightly fallen off, as also have the proceeds of the fees, while the cost of education has risen on the other hand, the classes are now properly araanged and systematically taught, and English is learned by nearly all the boys. The Revd. T. Storrs has given a great deal of his time and care to this School, and though the result has been that some improvement has been made, still the School is not as good as it might be, while the cost of education in it is higher than in some much better Schools.

Ferozepore Cantonment School.

67. The school in the Ferozepore Cantonment under the care of Captain Crutchley, the Cantonment Magistrate, is a well managed and useful Institution. The number of students continues pretty constant, though the proceeds of fees have somewhat fallen off The private subscriptions are regularly paid, and many of the residents of the Sudder Bazaar take a great interest in the School's progress.

Mecan Meer Cantonment School.

68. The Mecan Meer Cantonment School is also doing well. There attendance does not fall off, and the fees have increased. The full amount of the Government grant was sanctioned from the 1st May 1866, so that the cost of each boy's education to Government has considerably increased: the total cost has also greatly increased, and is much higher than it should be. The Government Grant to this School exceeds half the actual expenditure by Rs. 151-1-11. *

* *A refund of the excess has been called for.*—DIR. P. I.

Jullundhur Cantonment School.

69. The Jullundhur Cantonment School is one of the new ones that now enter for the first time into the returns. It was started more than a year ago with a great display of zeal by the principal residents of the Suddur Bazar; a large amount of subscriptions was promised, and a grant of Rs. 70 a month was sanctioned. I found however when I inspected it in March, that the zeal of most of the founders of the School was waning, the subscriptions were not paid, and the Grant-in-aid rules were not complied with. The School organization was also defective, and the instruction inferior. My visit and a subsequent threat from you of the withdrawal of the grant, had a good effect in rousing up the managing committee, and I believe the principal defects have now been remedied. The cost of education in this School is very high. The receipts are largely in excess of the expenditure, and the Government grant exceeds half the actual outlay by Rs. 87-2. *

* *A refund of the excess has been called for.*—DIR. P. I.

Regimental School: 4th Goorkhas.

70. A new School, at least in the returns of this Circle is that belonging to the 4th Goorkhas now at Bubloh. The education given here is principally English, though most of the boys can read Hindee, and some few are put down as learning Urdoo. English reading and writing are well taught. There were 38 names on the books at the end of the year, and there had been an average of 32 boys in daily attendance. Fees are not strictly enforced, indeed the nature of the School precludes it. The Government grant exceeds half the entire expenditure by Rs. 139-0-5. *

* *A refund of the excess has been called for.*—DIR. P. I.

Boys' Orphanage: Amritsur.

71. The Boys' Orphanage School at Amritsur is in a highly satisfactory state. Twenty-six orphans here receive a very good ordinary education in English, Urdoo, and Persian; the course of study closely resembling that prescribed for Government Zillah Schools, and the highest class being about equal to the 6th of the Government curriculum The general arrangements are excellent. The boys cook their own food, and cultivate a garden, which supplies this and the girls' orphanage with vegetables. They are also exercised in cricket and other athletic sports. The cost of education is however exceedingly high.

Mission School: Shujabad.

72. In para. 53 of my last report I mentioned the proposal of the Reverend Mr Yeates, that the Government School at Shujabad in the Mooltan District should be closed, and a Mission School under his management opened in its stead. This proposal has since been agreed to, though for a time the plan of keeping both schools open was tried with doubtful success, and at the end of the year there were 57 students, of whom 32 learned English. Much attention is given to the School by Mr. Yeates, and there is every prospect of its doing well.

Church Mission School: Dhurmsala.

73. The Dhurmsala Church Mission School is also now in this return. I visited it in June last and found it doing very well, but since then the number of pupils has considerably increased, there being 71 names on the books at the end of the year. All the boys learn English.

Anglo-Sanscrit Patshalu.

74. The Anglo-Sanscrit Patshalu was originally started with a view to promote the study of Hindee and Sanscrit alone, but in this form it was not found sufficiently attractive, and the English Department was therefore added. Of 58 pupils all learn English, and 53 Hindee or Sanscrit, but the instruction in all the subjects is as yet very elementary The School is considered as an institution affiliated to the Lahore Oriental University, to which the scholars will be transferred, when they have attained some proficiency in Sanscrit. The average daily attendance for the year has been small, only 39, and only Rs. 2-6-3 have been collected in fees.

ELEMENTARY ENGLISH SCHOOLS, attached to Government Town and Village Schools.

75. The Elementary English Schools attached to Government Vernacular Schools have increased in number from 16 to 23, by the establishment of three new Schools in the Hooshiarpore District, two in Jullundhur, one in Amritsur, and one in the little Village of Nawakote in the Lahore District. The number of scholars has risen from 693 to 889, of whom all but 8 learn Urdoo and Persian also. Rs. 128 have been collected in fees during the year, more than double the amount realized in the year preceding it. The cost of education has been reduced by two-

thirds. These Schools are highly popular, and carry on a very useful work. As the knowledge of English spreads, and a larger number of young men more or less acquainted with it are thrown annually into the Lahore market, it becomes every year more easy to obtain well qualified men, willing to take up teacherships in those Schools on the the small salaries given in them. There is therefore every prospect of these Schools becoming more efficient than they are at present.

State of the Schools.

76. I will give here a brief notice of the state of the Schools in each district :—

Jullundhur.—The gardening School established in Jullundhur itself promises to prove a very useful Institution. Several boys have already left it for employment, and there were at the end of the year no fewer than 41 under instruction. They are well taught reading, writing, and accounts; but if some knowledge of surveying and plan drawing were also imparted to them, it would have a useful effect. Of the two older English Schools, that at Bangeh is decidedly the best, its boys are well advanced, and have been well taught. The Kurtarpore School promises remarkably well, and the teacher is intelligent and zealous. The Nakodur School is quite in its infancy, so that it is scarcely fair to judge of it yet.

Lahore.—The Lahore Schools do not make much progress. That at Shurrukpore seems not to have advanced in the least during the last four years. The Kussoor School promised well, but the quarrels of the English and Persian teachers have caused it to deteriorate very much. The Chooneun School has improved slightly, and so has the one at Baghbanpore, in which however the boys have been far too rapidly pushed on. The School at Nawakote is on a different footing from the others, as it is not under the management of the Deputy Commissioner, but under that of a Native Local Committee, the Secretary of which is Pundit Sobha Ram of the Curator's Office. Fair progress has been made in this school also.

Hooshiarpore.—The Hooshiarpore Schools are the most flourshing and the most advanced in this Circle. The two older Schools situated at Oonah and Anundpore have some boys advanced as far as the 5th class of the Zillah School scheme. The Anundpore School is certainly a good one; but the Oonah School has not done equally well, partly perhaps owing to disagreements between the English and Persian teacher. The three new schools at Hurreanah, Dussooha and Oormur, are very promising.

Goordaspore.—Of the Goordaspore schools I may make the same report as I did last year The school at Dehra Baba Nanuk has slightly improved, but still is not as good as it should be. The Siree Gobindpore School is a good one. A new School has also been established at Puthankote in this District, but as no grant has yet been given to it, no returns have been sent by the Deputy Commissioner. The *Amritsur*, *Kangra*, and *Montgomery* Schools I have not visited this year.

School at Kunyara omitted.

77. I may mention here that an error appears to have been committed in the preparation of the tabular returns, by the omission * from the list of middle class schools of the Anglo-Vernacular School maintained by Mr. Shaw, in the village of Kunyara near Dhurmsala. This school was started some ten months back, and receives a grant of Rs. 10 a month from Government. I have not yet seen it.

** Enquiry will be made into this omission.*—DIR. P. I.

PRIVATE AIDED SCHOOLS of the Lower Class.

78. Under the head of private schools of the lower class, there are this year included only the grants made to the Lahore society for diffusing useful knowledge, for its Vernacular lectures and free library. The lectures consisted of a very useful course on Natural Philosophy, illustrated with practical experiments and apparatus by Mr. Staines of the Lahore Normal School. These were brought to a sudden close by an objection raised by the Hindoos to some of his experiments, which appeared to them to invoke cruelty to animals. Since these the lectures have been of a literary character. The Free Public Library is largely used by people of all classes, and is likely to prove a most valuable Institution.

PRIVATE GIRLS SCHOOLS.

79. The number of private aided Girls' Schools has fallen from 549 to 402, no fewer than 172 having been closed in the city of Amritsur alone. The number of pupils however has not fallen in the same proportion, there being 7,962 names on the books at the end of the year, as compared with 8,216 at the end of the preceding year. The average daily attendance for the year was 6,480, about 580 less than for 1865-66.

I have explained in my Report that 288 was substituted by mistake for 114, as the number of Female Schools in the city of Amritsur during 1865-66 DIR. P. I.

The fees collected amount to Rs. 1,003, and the average cost of education is very low, being altogether only Rs. 4-11-6, or Rs. 2-14-2 to Government.

80. Notwithstanding the large reduction in the number of schools in the city of Amritsur, the number of girls returned as attending the schools has not materially declined. The Lahore Schools also keep up their numbers. In both these towns the expenditure by Government on the Female Schools has been considerably in excess of half the whole outlay. In Lahore, I believe, great difficulty has been experienced in persuading the subscribers to pay the contributions they promised; a circumstance which was brought to the notice of His Honor the Lieutenant Governor, at a recent meeting of the *Anjuman-i-Punjab.*

Amritsur Female Orphanage.

81. The Church Mission, Female Orphanage at Amritsur is very much in *statu quo.* Several of the elder girls have left, and those that remain have made but little progress. This Institution has doubtless suffered to some extent from frequent changes both of the Teachers and Managers. The domestic arrangements are as usual every thing that could be wished. The cost of each girl's education is very high, being in the total Rs. 40, and to Government Rs. 17 per annum.

Lady Lawrence—Girls' Schools.

82. The Lady Lawrence Girls' Schools were founded many years ago in memory of the wife of Sir Henry Lawrence; but it is only in the year under report that they have begun to draw a grant-in aid They are 7 in number, and have 153 pupils, with an average daily attendance of 143. 71 of the girls learn Urdoo, and 82 Goormookhi; several of them can read fairly, and know the geography of the Punjab, and arithmetic to simple addition; but they cannot write. Considering the little taste the girls evince for learning, the progress they have made may be deemed satisfactory.

American Presbyterian Christian Girls' School Lahore.

83. The Christian Girls' School attached to the American Mission in Lahore shews decided improvement during the year. The number of girls has increased from 18 to 32, though the average daily attendance for the year is smaller than in the previous year. The cause of the fall in the average daily attendance is to be found in the fact, that in the early part of the year for various unavoidable reasons, the number of girls fell very low; but a new and very commodious School house, with quarters for a resident Mistress, and accommodation for a few boarders having been completed, the numbers rapidly rose; and as the new School-house was situated close to the Railway works and houses, several of the Railway employés availed themselves of the advantages offered by the proximity of the School, to obtain a fair education for their children. It is the intention of the Managers to add more accommodation for boarders from out stations, when they expect the attendance will very largely increase. The average cost of the education of each pupil has fallen from Rs. 95 to Rs. 81, and the cost to Government has decreased still more, viz: from Rs. 46 to 24: both are still much higher than they should be. The School promises to do well, and the education given in it is sound and useful.

Church Mission School Kangra.

84. The Church Mission School at Kangra shews a slightly improved attendance, but is on the whole in much the same condition as I reported last year.

Schools managed by Native Committees in Mooltan, Ferozepore, Jullundhur and Kangra.

85. The Female Schools managed by Native Committees in Ferozepore are the same in number, and have a slightly improved attendance. In other respects I imagine they are much in the same condition as before. In the Jullundhur District the number of Schools has been reduced from 64 to 42, partly by the liberality of Sirdar Bikrama Singh and Kour Soochete Singh, brothers of the Rajah of Kuppoorthula, who have undertaken the entire cost of all those situated in the town of Jullundhur. In the Kangra District 50 schools containing 957 girls, and having an average attendance of 747, have been established during the year. The Mooltan Schools as I reported before, were closed before the end of last year. They are only mentioned in this year's returns, because the arrears of the grant due for last year were not paid until this. No information has been supplied to me of the amount of instruction given in these Schools.

There is some discrepancy here. Reference will be made to the Inspector.—DIR. P. I.

School for girls of European parentage, Anarkullee.

86. The Anarkullee Girls' School shews an increased attendance, and is otherwise improved. It now affords a very fair English education to the children of the European residents of Lahore, and the Head Mistress, Mrs. Oliver, seems painstaking and well qualified for her post. But while the scholastic arrangements of the Institution are good, its general management does not appear altogether satisfactory. The requirements of the Revised Code of Grant-in-aid Regulations have not been complied with, the log book

not having been commenced at all, and the accounts not being accurately kept. These points have been brought to the notice of the present Manager, Mr. Gunn, who has promised that they shall be attended to.

Church Mission School: Mooltan.

87. Five new Schools have been started in connection with the Church Mission at Mooltan. These contained 69 girls, of whom 61 learned Urdu, and had an average attendance of 53 The cost of education was moderate. I have not seen all these Schools, partly because the manager thought my visit when the Schools were quite in their infancy might have an injurious effect, especially as the Mooltan people are suspicious and difficult to lead; but I have no doubt of their being anxiously and carefully looked after.

Private Normal Schools.

88. This brings me to the end of Government and Private Schools for general education, and there remain only the Normal or Training Schools to be reported on. I will first take the Private Aided Normal Schools which are three in number, two for women and one for men. The two Female schools are those under the management of the Native Committees at Lahore and Amritsur They contain together 33 students, 7 fewer than at the end of last year; of these 10 are Mahomedans, and 23 Hindoos, the former of course learning Urdu and Persian, and the latter Hindee. It would be satisfactory if some more detailed reliable information were procured regarding these schools. For example it appears that 7 or more students left the Amritsur School during the year, but there is no information to shew what became of these women;* whether they merely left to return to their homes, or having qualified for teacherships took employment in the schools.

It seems they are men, not women.—DIR P. I

C. V. E. S. Normal School Amritsur.

89. The third School is that belonging to the Christian Vernacular Education Society, established at Amritsur, and managed by Mr. Rogers. It contains 14 students, of whom 6 learn English in addition to Persian and Urdu which are studied by all. The object of this Society is to establish a number of Vernacular schools in the villages about Amritsur, to be taught by men trained in the Normal School. With this in view they have commenced operations by the establishment of this Normal school, and as its students become qualified for teacherships, they will be sent out to open schools in the vicinity. Of these schools as well as the Normal School Mr. Rodgers will be the manager. At present he confines his whole energies to the latter Institution, in which he teaches all subjects, except oriental Literature, and the consequence of the whole of his expenses being thus debited to the Normal School alone, is that the cost of the education of each pupil is enormously high, the whole cost being Rs. 364-5-9 and the cost to Government Rs. 91-10-8, while the whole cost of educating each pupil in Government Schools is only Rs. 158-15-8, and the cost to Government Rs. 79. The education given in this Institution is excellent; all subjects are well taught, but I was particularly struck with the answering of the students in a written paper on Geography, and the great accuracy and neatness with which they drew from memory maps of different continents and countries.

Government Normal Schools.

90. The Government Normal Schools are still located as described in my last two reports, and the organization has remained unchanged. The number of students in the 3 schools at the close of the year was 123, or 7 more than at the close of the previous year; but the average daily attendance was only 102, less by one than that of 1865-66. On comparing the returns for 1865-66 with those for the year under review, I find that whereas in the former year the cost of education in the Hooshiarpore and Mooltan Elementary Schools was only Rs. 24 and 23 respectively, in the latter they are, Rs. 110 and Rs. 77. Looking closer, it is clear that the returns for 1865-66 were incorrect,* for the amount entered in columns 12 and 19 as the receipts from the Educational Cess and the Current Expenditure is only Rs. 300, which represents merely the salaries of the teachers and does not include, the stipends of the students, which appear to have been altogether omitted from this statement. The whole average cost of the education of each pupil, which is this year Rs. 156 as compared with Rs. 75 as shown in last year's statement, is not therefore so much in excess of the corresponding amount for the year before as would appear from the tables. It is however, still very high, and I see but little prospect of reducing it. The Hooshiarpore elementary class might perhaps be abolished with advantage, and the students sent into Lahore; but even this would cause a reduction of expense of only Rs. 300 in the year.

** Enquiry will be made into this alleged inaccuracy* DIR P. I.

Progress and Examinations for certificates.

91. The new classification of certificates described in para. 91 of my last report came into force this year, but the success attained in the half-yearly examination has not by any means come up to my expectations. It is true that there were few failures, only 2 out of 28 candidates did not succeed in obtaining certifi-

cates; but the answering generally was not what it ought to be, and very few certificates of the higher grade were awarded, as will be seen from the annexed table —

Date of examination.	Number of Certificates granted.				No. of successful candidates.	No. of unsuccessful candidates.
	1st Grade.	2nd Grade.	3rd Grade.	4th Grade.		
April 1866, ...	1	4	6	2	13	...
October 1866, ...	...	...	8	5	13	2
Total, ...	1	4	14	7	26	2

The reason of this want of success is probably to be traced to the very inferior class of men sent in by Deputy Commissioners for training. This is especially visible in the elementary classes, in which at the April examination 68 out of 76 students failed altogether, and in October 29 out of 61. One man after a year and a half in the elementary class having failed to pass the examination, was sent back to his district as altogether beyond hope of improvement. Similar cases frequently occur; and until greater care is taken by district authorities in selecting men to be sent for training, no better results can be expected. The staff of masters in the Normal Schools is large and efficient, and if they had good materials to work upon, they would doubtless turn out some very highly qualified students. Mr. Mackintosh continues as Head Master of the Lahore Normal School, which he manages with great judgment and ability.

RAWUL PINDEE CIRCLE.

INSPECTOR,—C. PEARSON, ESQUIRE, M. A.

I have the honor to furnish my Annual Report for the year ending March 31st 1867. All the Zillah Schools were inspected by me in the hot weather, and the Deputy Inspector was on tour from June to September, when he examined the Town Schools and a number of Village Schools in each district. I commenced my annual tour of inspection on the 16th October, and completed it on the 5th March; since then I have visited the three Zillah Schools which are accessible by dak-carriage, and assisted the Deputy Commissioner of Sealkote at an Educational Durbar.

General Statistics.

2. There are at present in this Circle, which includes the District of Rawul Pindi, Jhelum, Gujrat, Sealkote, Gujranwala, Jhung, and Shahpore, 416 Schools directly subordinate to Government, of which 5 are Zillah Schools, 14 are Town Schools, 411 Village Schools, 31 Female Schools, 6 Jail Schools, and one Normal School. Besides these there are 248 Schools under private management receiving Grants-in-aid, of which two are equivalent to Zillah Schools, two others are aiming at that standard; 10 are Elementary English Schools, 230 are Elementary Vernacular Schools for girls. There are 2 other private Schools aided under Rule XIV of the Revised Code, the Sir Henry Lawrence Memorial Asylum at Murree, and the Murree *cum* Rawul Pindi School for children of European descent, which has been established during the past year.

Zillah Schools.

3. It is important to have a clear view of the object of our system of English Education, and to judge correctly how far the Zillah Schools reach or fall short of the mark at which we aim; but it is not easy to state the case in terms which will not be contradicted by a different theory or different experience. In this Circle there are five Zillah Schools with 864 pupils. Of these one-half may be considered to have a fixed purpose of learning English, and about one hundred are gradually coming up to the University Matriculation standard. Allowing for increased efficiency, which may reasonably be expected, we may look to these Schools to turn out annually during the next few years about twenty-five young men (of whom four-fifths will be Hindoos), capable of doing useful service as clerks and school-masters. Some of these may rise to situations of high responsibility, but their success will not be due to the influence of European literature and science, so much as to experience and capacity for business, while their knowledge of the English language will be to them, what French and German are to a merchant's clerk in England. If at any time the Punjab youth shall become anglicized like the Bengalees, talking English at home, reading and publishing English newspapers; then no doubt public opinion will be affected materially by the training of the Schools. At present there is no reason to expect greater results than we see. Improved working will give better crops, but the harvest must still be of the same character. We have further to satisfy ourselves, whether our English schools are faithfully performing their useful if humble functions. I think they are. It is however an unsatisfactory circumstance, that few boys will remain after fifteen years of age without a scholarship sufficient for their maintenance, and hence it sometimes happens that a Zillah School differs from an Elementary English School only in having a couple of senior classes containing ten or twelve boys, who occupy the whole time of a highly paid master. In the details of School work there is room for improvement; but all the teaching is more or less satisfactory, excepting in Mathematics. The cause of failure here is the incompetence of the teachers, but I hope gradually to effect a reform by getting rid of those who are useless, and employing in their place young men fresh from the Normal School.

Gujrat Zillah School.

4. Gujrat Zillah School still ranks first in numbers and efficiency. Five boys attempted the last Entrance Examination, of whom only one passed in the second Division, Afzul Khan, who failed the year before, and has not been a regular student of the school since. He is now in the Government College at Lahore. Mr. Buchanan had taken great pains with these boys, and had brought them on very rapidly. He is much disappointed that they did not pass, but I think without reason. An oral examination is a sufficient test of what a boy does not know, and I must say that although I have examined them several times in this way, I could never have passed one. It is hardly fair to the examiners to send up boys for the chance of getting through, nor is it creditable to ourselves to have them rejected, and I hope that in future head masters will not certify that any one is likely to pass, who has not satisfied our own trial examinations. When I examined all my Zillah Schools by written questions last hot weather, Gujrat came out decidedly first. I cannot say that I have found the same superiority in *viva voce*; but a larger number of boys than in any other school are working here steadily and successfully. I want to see a better discipline, and more accurate teaching, even if the quantity of matter studied be less.

Gujranwalla Zillah School.

5. Considering the cost of establishment, the number of boys in the upper part of Gujranwalla School has been too small; but I am glad to see that the classes taught by the Head Master and his first Assistant are now better filled, though for the size of the town there should be double the number of boys. Three boys attempted the Entrance Examination unsuccessfully, and the remarks which I made upon this subject for Gujrat School are equally applicable here. Mr. Lambert has always taught his own classes well in English, and I am glad to see a decided improvement in the lower school. In my written examinations this school came out very decidedly inferior to all the rest. I attribute this result partly to culpable ignorance, partly to the inability of young boys to do themselves justice on paper, and partly to the absence of dishonest practices, which I fear have existed in some other schools. I hope that Arithmetic will be better attended to here in future. The three Persian teachers, who until lately had assigned to them the teaching of this subject up to the III Class, are themselves utterly ignorant of it.

Jhung School.

6. Jhung Zillah School is still progressing satisfactorily. The Entrance Class of last year wisely gave up the idea of attempting to matriculate. Most of these boys have left School, and I doubt whether any will be prepared for the Entrance Examination next December. With the exception of Arithmetic the School work has been done very thoroughly. I regret to notice a second time that the examination papers sent up from this School are almost always suspicious. In examining the boys orally, I have found them a great deal too apt to give each other unfair assistance. The Head Master is not responsible for a single case of this kind, but he is for the habit, which indicates laxity of discipline at least.

Sealkote Zillah School.

7. Sealkote Zillah School is scantily attended for the size of the town, but the competition of the Mission Schools perhaps effects it unfavorably. The Head Master teaches the two senior classes well in English, but he exercises no proper control over the rest of the school. I am not satisfied with the work of the second English Teacher, and the chief Persian Teacher has lately been removed for incompetence and neglect of his duty. His successor, who was master of Zufurwal Town School, will I hope effect a reform in arithmetic and all vernacular studies.

Bhera Zillah School.

8. Bhera Zillah School has come on very rapidly during the past year. The highest class is now the fifth, and progress is being made throughout the school. This is in spite of considerable disadvantages, there having been four different head masters within twelve months, and during long intervals. The school was managed entirely by the second master, with the help of monitors. By the death of Babu Bishn Singh the department has lost an excellent teacher. Under its present head master, Babu Jogdeshar, there is every prospect that the school will continue to do well.

VERNACULAR SCHOOLS.

9. If it is not easy to form a correct estimate of the work done in our Zillah Schools, it is ten-fold more difficult to give a true account of the nature and value of Government education in the Vernacular. Any one who examines schools periodically, may reasonably expect to find that many of the same boys will appear before him from time to time, with some definite addition to their former knowledge, having in fact read certain new subjects in the successive intervals. But of all the Town and Village Schools in this Circle, I could not name a dozen which would satisfy such a test, and perhaps not one in which every class could show a fair proportion of daily work. I do not think that the district officers at all realize the absolute non-existence of any regular instruction in the vast majority of these schools; though the fact is easily ascertained by a methodical system of examination. It is only necessary to enquire to what classes the boys to be examined belong, what subjects are fixed for those classes, how much they have read of those subjects, and how far they remember and understand what they have read, and in all but a very few Schools the results prove to be so meagre, as to defy any attempt at classification. A considerable number of boys can read and write Urdoo and Persian very fairly; but this is not necessarily due to the Government Schools, because reading and writing are very common everywhere. The work of our schools must be judged by the proportion of acquired knowledge which we may set down to our own credit, and on this point I am unable to express a decided opinion, although I always do my best to distinguish between the results of public and private teaching. A professedly new school is always quite rudimentary, but on the other hand I have known very fairly prepared classes to be improvised at a moment's notice, if it was the teacher's interest to make believe that he had been working steadily; and this is particularly the case when the Examiner is a Deputy Commissioner, whose influence aided by a distribution of sweetmeats, is sufficient to attract all the educated youth in the neighbourhood. I used to be perplexed sometimes by the remarks made by District Officers in the visitors' books, till I found that they referred to a better lot of boys than I had seen myself. Hence it is difficult to say how much of the proficiency shown in literature properly belongs to ourselves, although, I know that in a great many cases a school do-

serves full credit, and as often none at all. History, Geography and Arithmetic, are done so superficially, that I doubt whether they are worth taking into account, although of course we should endeavour to get them taught. "What is Geography? They can learn it all in a week," an intelligent Deputy Inspector once said to me, when I was commending a school for their proficiency in this subject; and very few attain even to this moderate degree of excellence.

What classes profit by Vernacular Schools.

10. Again it is not easy to form a correct idea of the kind of people, who are profiting by our schools, for the Registers will tell little to the purpose. A classification according to caste of those who pass a satisfactory examination would of course throw light upon this subject, when it has been decided in what a satisfactory examination consists; but as I have explained above, the natural plan of examining boys in the books of their class is impracticable in these schools. All the good schools consist chiefly of Khatri boys, who are glad to learn to read and write without caring much what they study, and who begin European Arithmetic with a perfect knowledge of the multiplication table. Mussalmans have a variety of objections to Government Education, and if they want their children taught we are in a manner bound to employ a Mulla, who has religious claims upon them. Yet the Zemindars are less bigoted than the inhabitants of towns, and having no educational prejudices to start with, they accept without much opposition some little schooling of an elementary nature.

The present organization.

11. While the people are indifferent or hostile to the education offered to them, we cannot look for any high degree of success; but something depends upon organization, and in this respect our present arrangements are very defective. In the North-West Provinces Schools are managed by the Educational Department, and although the District Officers naturally do less than here, where they are more directly concerned, still an effectual supervision is kept up, abuses are gradually removed, and year by year there is an increase of efficiency. The method of administration adopted in the Punjab is superior in some very important respects, but so far as my experience extends, it fails to secure any systematic control, without which steady improvement is impossible. There are two agencies, which perhaps I may be permitted to describe as skilled and unskilled labour, the latter being represented by the District Officers and Tahsildars, the former by the Inspectors and Chief School Mohurrirs. In saying this I hope I do not exaggerate the importance of professional experience. The general question of education is open to the comprehension of all who are given to abstract thought, and a Civil Officer has many opportunities of observation which do not usually fall to an Inspector of Schools. But it seems to be forgotten sometimes that the art of teaching is as much a speciality as any thing else, and though no one but a trained lawyer or doctor would be tolerated in a Court of Justice or in a Hospital, the same rule is not always observed in Schools, because failure is less conspicuous though not less real. By daily study of school-work the Inspector is able to judge of what he sees, and knows pretty well what he has a right to look for, and what he must be content to forego; but the District Officers have not and cannot have the qualifications of a schoolmaster. A Civil Officer or Tahsildar cannot have at his fingers' ends a knowledge of what is read in each class, how much of it and in what way the boys should know it, the technical terms used in Grammar, Geography, and Arithmetic, and a hundred other things, which the Inspector and School Mohurrir deal with every day; yet without this knowledge no sufficient control can be exercised over a School. A mere general examination in reading and writing is no check upon the thousand forms of deceit and evasion, which are prepared for us by those, to whom the question is one of places and perquisites rather than of education. Again all the Schools are not seen by the Deputy Commissioner and his assistants, but, as I calculate from the notices entered in the visitors' books, about one-fourth of them in the course of the year, and some out of the way places seem to escape altogether, so that a large proportion of the Teachers are practically under native superintendence alone. In theory this Department is supposed to supply the defect of special knowledge in the managing body. But in practice I do not think that it is possible for us to do much more than report what we see. When I took charge of this Office, I found that it was a custom for the Inspector to make suggestions for the Deputy Commissioners to act upon, and accordingly I made recommendations for the promotion of teachers, and proposed some changes in matters of detail. The District Officers have always given me every assistance that I could wish for, and when I have had occasion to make a special application have always done their best to satisfy me. Yet so far as concerns these general suggestions in the report scarcely any thing has been done, although the necessary orders may have been issued through the authorised channels; for the Deputy Commissioners are not likely to understand or enquire about the working of my plans, and their subordinates know this and neglect them accordingly. The fault is entirely in the system. An Inspector of Schools constantly sees a number of little defects which he can easily remove if he has authority, but which it is impossible to explain in writing; and when he visits a District a second time his old note book will remind him of things which can be of no use to any one else, however important they may be as showing what progress has been made in the interval. If then the District Officers fail for want of special experience, and the

Inspectors for want of authority, the solution of the difficulty must depend upon a proper division of the work. Thus the Deputy Commissioner is the best judge of all such matters as usually fall within the jurisdiction of trustees of Schools and Colleges; but the promotion and transfer of teachers, and all the details of School work, cannot be properly regulated, except by those who understand these matters. The change which I think necessary is in short this:—I want to correspond directly with the School Mohurrirs, to be able to summon teachers to the Normal School, and to give suitable appointments to those who pass out of it with credit, to be able to reward and punish teachers on the spot when I am on tour, and generally to have the same kind of authority in the Schools as a medical officer has in a regimental hospital. I believe that most District Officers would welcome such a change, I know that some of those who understand education best approve of my views, and I can see no reason why any of their valuable influence should be lost, by relieving them of duties which it is unreasonable to expect them to perform.

I purpose calling the attention of Inspectors and Dy. Commissioners to these remarks, as soon as they are published in the Annual Report, when it will be ascertained if any re-distribution of the duties and powers of those officers respectively can be advantageously arranged, and the result will be referred for final orders of Government.—DIR. P. I.

The Teachers.

12. Until lately owing to the short period of training, and occasional laxity in Examination, Normal School Certificates have been so uncertain a proof of capacity, that Deputy Commissioners cannot have placed any confidence in them, and although under our present system it rarely happens that a man gains one without deserving it, it will be some time before the old are distinguished from the new, and perhaps it will never be quite understood out of the Department what degree of proficiency a certificate represents.* Under the new scheme rudimentary classes are contemplated preparatory to the Normal School, but I find it best to take men when I can get them, and after trial to dismiss those, who are not likely to turn out profitably. As the Supreme Government has recently limited the amount of stipends, after full consideration of the difficulty of making the Normal Schools popular, it is not likely that any change will be made in this respect. But it is a fact about which we all concur, that five or six rupees a month are not generally enough to attract men of good education. I find great difficulty in filling the Inspector's Scholarships which are intended to be prizes for men of superior attainments, and I do not think that any value is attached to the prospective advantages of a course of training. I have lately obtained appointments of twenty rupees a month for two students who have passed out of the Rawul Pindee School with credit, and if we can ensure lucrative employment. to those who do well there, we cannot fail to attract promising scholars; but hitherto the men do not appear to have felt any confidence that they will get a return for their pains. Under these circumstances the Normal School has not done much to improve the teachers, although it is now in good working condition, and must have a powerful influence, if the men who pass through it find inducements to exert themselves in the Department, and do not make it a mere stepping stone to another service. From these considerations it may be inferred that there is a fair prospect of raising the standard of qualifications, although the account which I have to give of the existing set of teachers is far from favorable. In my last tour I made a practice of examining the teachers whenever I could find time. Of 330 only 102 were able to read and write, and work easy sums, but of the failures more than one-half were in Arithmetic only. In History and Geography all but a very few were absolutely ignorant. It appears that whether they have passed through the Normal School, or not, they have the attainments of an average Mohurrir; but their neglect of all that they have to teach, beyond the traditional system of the country, exceeds all that I could have imagined. Thus on one occasion seventeen men out of twenty failed in compound division of money, and two or three times when I have attempted to examine the teachers in History they have confessed to total ignorance; "*Dekha lekin yad nahin*" is the general answer. It is clear that self improvement, or any proper idea of teaching never enters into their minds. The remedy for this will be no doubt to encourage the men to study privately, and to supersede the idle and stupid, as fast as we can supply men from the Normal School.

General remarks upon Town and Village Schools.

13. There are at present 14 Town Schools in this Circle. Some of these should belong to the lower class. I have not yet degraded them for fear of causing discouragement, but I propose to make a strict classification next year. The number of Village Schools is 111. The number of boys on the rolls in Schools of both kinds is 15,675 against 16,184 last year. The falling off may be attributed partly to the long continued drought in the Bar, but it is not confined to the districts affected, and I am inclined to think that the excitement caused by the dispute about the conversion of a boy in the Lahore Mission School accounts for as many withdrawals. Some twenty-five Schools have been broken up in Rawul Pindi District, but there has been a large addition of names in Sealkote. As regards attendance, I fear the registers are still quite untrustworthy. In respect of classification, there is some improvement this year. In the VI and upper classes, 3,180 boys come before me to be examined. Last year I proposed a minimum standard with a view to introduce more regularity in the studies of the Schools, and all boys were expected to come prepared in at least the following subjects:—

VI. Class.—Reading from Urdu story book; Dictation from the same; Arithmetic, the four Simple Rules: Map of India.

V. Class.—Easy Persian and Urdu Reading; Urdu Dictation from any book of ordinary difficulty; Arithmetic, the Compound Rules; History of India one-half: Map of Asia.

IV. Class.—Reading from Gulistan, &c., Dictation as in V class; Arithmetic, Rule of Three and Fractions; History of India, the whole; map of the world.

The above will not appear very exacting; but my circular had been forgotten, and I was obliged to make my test consist simply of reading, writing, and arithmetic. The following table will show the result:—

Districts.	Number of Schools.	Boys examined in VI and upper classes.	Passed in reading and Dictation only.	*Passed in reading, writing and arithmetic.*				
				VI. class.	V. class.	IV. class.	III. and upper classes.	Total.
Rawul Pindi, ...	58	397	396	174	45	21	1	241
Jhelum, ...	65	400	405	197	51	19	7	274
Goojrat, ...	63	406	347	176	53	19	6	254
Sealkote, ...	91	922	700	218	95	48	10	271
Goojranwalla, ...	77	667	437	107	56	22	10	195
Jhung, ...	32	172	175	71	26	2	4	103
Shahpoor, ...	38	216	198	71	26	2	4	103
Total, ...	384	3,180	* 2,658	1,014	352	133	42	1.541

Hence no less than two-fifths of those who are able to read and write failed in arithmetic, but this will hardly give a correct idea of the actual state of the case, because many can read and write well who can only do a particular kind of sum by rule. The boys however work examples far more rapidly and correctly than the Teachers. I have occasionally heard doubts expressed as to whether an Inspector, after examining a dozen schools together in an afternoon, can form a sound opinion of the work done in them. For my own part, I have no manner of doubt that we are able to ascertain all that an Inspector requires to know, and our examination is in fact much more detailed than an Inspector of Schools in England can give, who has to deal with some hundreds of boys in one day. If it were a question of managing schools however, it may be admitted that there would not be time to learn the character of teachers, and all the circumstances of the different villages; but to one who is used to examine daily the same kind of boys in the same subjects, there is no difficulty in finding out all that is known. I will describe an average day's work. I was at Girot in Shahpore District one day last February. There is a good School house there, and my examination was held in the Vefandah. Six other Schools came from the neighbouring villages, among them that of Sahiwal, which though not ranking as a Town School, is one of the best in the Circle. There were three boys of the 3rd class, and three boys of the 4th class, all belonging to Sahiwal; 10 of the 5th class, and 31 of the 6th class. There were present also a large number of 7th and 8th class boys of Girot, and a few from other Schools; but the work of the two lowest classes is generally too elementary to admit of any classification. The boys of the 3rd class read the 'Gulistan' indifferently, and made the excuse that it is done in the class below. They answer fairly in the 'Ruqat Alamgiri.' They know very little of the History and Geography of India. They work an easy sum in Fractions correctly, only one can do a sum in Double Rule of Three. They profess Euclid, but know nothing of it. The IV class boys read the 'Gulistan' better, and do the sum in Fractions. They are ignorant of the History and Geography of India, and fail in single Rule of Three. Then the boys of the V and upper classes are seated in a half Circle, and the Deputy Inspector reads for Dictation a sentence from one of the Urdu Text books. The moment they have finished writing, they stand up and throw down their pens I go round with the Deputy Inspector, whose practised eye detects mistakes more rapidly than I can myself, and who marks the faults in each exercise. All do well enough

* This column includes boys of the VII class, who were able to satisfy the test.

to pass. Then all the V. class boys read and answer questions in the 'Jauhar-i-Aql,' which they do not know well, and I notice that the Sahiwal boys are old, and have not books of their own. The Teacher admits that they do not attend school regularly, and I conclude that they never do so except at examinations. The V class boys now work a sum in Compound Division, when any boy has finished, he has to stand up. This is to prevent copying. Half of them get the right answer, three out of five being Sahiwal boys, but two of them I suspect not fairly. Three hours have now passed, and the sun is getting low. The VI. class write Dictation and work a sum in Simple Division. There is no time to hear them read, but Dictation is a sufficient test of both reading and writing. All write tolerably, but excepting the Sahiwal boys, there is a general failure in the sum. Then I take all the Teachers apart; they write from Dictation fairly a passage from the 'Gulistan;' half of them can explain it and answer questions on the Grammar: only one man can do a Compound Division sum, and three or four make ludicrous blunders, bringing their Divisor to annas and so forth. In this particular examination I had special reasons for learning the qualifications of the Teacher of Sahiwal School, who is an old Delhi College man, and is no doubt one of the best we have. On this account I devoted a disproportionate part of my time to questioning the few boys in the III and IV classes. Next day I examined the man privately. He could work miscellaneous examples in Arithmetic, though not very readily. He could explain the, 'Gulistan' and 'Bostan', but was very unsound in his Persian paradigms and Arabic derivations. He quite failed to give any satisfactory account of the allusions and history of the 'Ruqat Alamgiri', which he ought to have known, as it is one of the class books. On the whole he gave me the idea of an intelligent man, who has had a good education ten years ago, but who has since given up literary pursuits. If this man had any professional zeal, he might have been a first rate scholar by this time. But most people will not do more work than they can help, and this is especially true of the teachers of Town and Village Schools.

The preponderance of Musalman over Hindu and Sikh teachers in Zillah Schools.

14. Before proceeding to give an account of the work done in the several districts, I should not omit to notice the great preponderance of Musalman over Hindu teachers, there being 371 of the former to 98 of the latter. Looking over the records of the Rawul Pindee Normal School, I find that until lately the students were almost entirely Mahomedans; but at the present time, there is an almost equal number of Hindus and Sikhs. The prejudice in favour of denominational schools, which occasions so much difficulty at home, is certainly equalled here, although natives generally avoid speaking of the subject, and hence I do not think that we should wish to employ any but Mahomedan teachers in Mahomedan Villages. On the other hand, Hindu teachers after passing through the Normal School are too often lost to the Department, and I suspect that in some Districts the School Mohurrirs are to blame.

Table showing the religion of Teachers employed in Town and Village Schools.

	Hindu.	Sikh.	Musalman.	Total.
Rawul Pindee, ...	13	3	51	67
Jhelum, ...	26	5	41	72
Gujrat, ...	11	2	54	67
Shahpoor, ...	8	0	41	49
Sealkote, ...	7	0	77	84
Gujranwalla, ...	14	1	80	95
Jhung, ...	7	1	27	35
TOTAL, ...	86	12	371	469

Town Schools in Rawul Pindee District.

15. There are two Town Schools in Rawul Pindee District. Kalar has one promising boy, but the School does not otherwise keep up its character. At Pindee Gheb, there are several young boys making good progress, and there is reason to hope that this will soon be a really good school.

Village Schools in Rawul Pindee District.

16. The number of Village Schools in Rawul Pindee District is 55. Several which were doing no good have been closed, and it is hoped that by degrees the saving will enable us to employ more competent teachers. Near the Indus, the efficiency of the Government Schools suffers from the bigotry of the Mahomedans, who are averse to all secular education. In the Eastern half of the District, the schools are as successful as elsewhere, among a purely agricultural population. The Chief School Mohurrir, Sahib Ali, is industrious and trustworthy, and appears to enjoy the confidence of the people. I have not yet received any written report from the Deputy Commissioner, but he speaks highly of the services of the Tahsildar of Kahuta, who went there since my tour.

Town Schools in Jhelum District.

17. In Jhelum District there are Town Schools at Chakowal and Rohtas. The former is in excellent order; that at Rohtas does not show signs of progress, and although the Examination was satisfactory, I found the same boys reading the same lessons as last year.

Village Schools in Jhelum District.

18. In Jhelum District 65 Village Schools were examined. The best are Dumeli Kala, Kanjalo, Bhawan. The worst are Sahiwal, Pinanwal, Lawa, Mooltan, Tamman, Kot Surang, Dharapi, Diwalian, Hasola Pind Dadan Khan is a large and important place, but there are several good Persian Schools which are in high esteem, and hence the Government Establishment has no chance. In the Salt Range the schools are not very successful, owing to the primitive condition of the people, and some of them should I think be closed. The following is an extract from the Deputy Commissioner's memorandum :—

"The whole of the 65 Kusbatee and Dehatee Schools, as last year, were in operation during the year just closed; but I cannot, I regret to say, add that the attendance of pupils has at all been satisfactory. The return hereunto annexed shows a falling off of 7 per cent in the whole district: whilst the Pind Dadan Khan Tehseel alone, shows the large decrease of 17 per cent in the Dehatee Schools on that of the preceding year."

Colonel Bristow proceeds to show that the falling off is chiefly among the agricultural population, and that it is impossible to keep the schools full without pressure. I quite concur with his remarks, only it is demonstrated by examination, that at least three-fourths of the boys on the registers never rise to the VI class, and I think it is very doubtful, whether any owe their education to the influence of the Tahsildar and his Chaprasies, in driving them to school I would not be understood to mean, that compulsory education is impossible; but the mild bullying which represents it in this country only serves to improve the averages The following paragraph refers to some financial difficulty, which does not fall within my jurisdiction :—

This has been settled in communication with Deputy Commissioner.—DIR. P. I

"Last year I adverted to the fact of Rs. 12 per mensem being paid in excess of the sanctioned amount for the educational staff from fines and fees, &c., suggesting that measures be taken to remove the anomaly by obtaining sanction for this additional expenditure. This however still continues to exist, and I cannot but repeat in this place, that endeavours should be made on the part of the educational authorities to see it remedied."

It is the avowed policy of Government not to maintain a monopoly of the sale of School books; not even to secure such books being accurately printed.—DIR P. I

Colonel Bristow notices the high prices of the Curator's depôt, compared with those at which books may be obtained from the bazaar. I need say nothing on this head, as the subject has already been taken into consideration. He concludes with a notice of the excellent work of Alimuddin, the Chief School Mohurrir, who well deserves the praise awarded to him.

Town Schools in Gujrat District.

19. The Town Schools at Kunjah and Dinga are not in very good order. The Teacher of Dinga is old and feeble, and although a good scholar, has been unable to keep the school together. He will be removed as soon as a suitable man can be found to fill his place. At Kunjah, the third and fourth classes are well prepared, but the boys in the lower School have been much neglected. There ought to be a first class Vernacular School in this District, which has three considerable towns, besides the Sadr. A new master has been appointed to Jalalpur, but the salary here, and at Dinga, is not sufficient to secure the best teachers.

Village Schools in Gujrat District.

20. In Gujrat District I inspected 60 Village Schools. The classification is better than last year, and there has been an improvement in other respects, particularly in the Phahijan Tahsil, where the boys have been made to read their books, although their attainments are at present low. The Tahsildar seems to me to have exercised some real influence over the School

work, and I wish I could see more of his pattern; at the same time I do not like the notion of a Chuprasi going into every one's house, and carrying off the children to school; and it seems hard that the only son of a widowed mother, should not be allowed to take out the buffalo to graze and collect fuel for the family meal. I have received no report from the Deputy Commissioner, but I should mention that a Public Examination and Durbar took place in February, shortly before Major Paske left the District. Valuable prizes were given, and I am glad to learn that the Examiners were generally satisfied.

Town Schools in Gujranwala District.

21. There are three Town Schools in Gujranwala District. Hafizabad is in fair order, although not much arithmetic is done. Pindi Bhatiyan has made no progress The Town School in the City had the misfortune to lose its house in the floods last July, and has since been removed to the Zillah School temporarily. Formerly there were a few well-taught boys in the upper classes, but these have nearly all left. There are four teachers in this school, and although one only knows a litle arithmetic, all are above the average in Persian Scholarship, yet the people are very apathetic about availing themselves of this opportunity of education.

22. The illness of the School Mohurrir, and other causes already explained, have occasioned a very considerable falling off in the Village Schools of the Gujranwala District. In no District has education enjoyed more attention than in this, yet in some places the schools have almost ceased to exist, without the people missing them. I believe that Major Babbage is of opinion, that Government Education should stand upon its own merits, and should not be fostered by lavish rewards, and external pressure. Thus at a recent Public Examination he gave away four scholarships, and ninety rupees in prizes, which would be liberal enough if the people really cared for our schools; but it is not a twentieth part of what the Deputy Commissioner of Sealkote spends in rewards, and is quite inadequate to purchase the attendance of school boys. If I have correctly represented Major Babbage's views, I must add that I cordially sympathise with them. I do not believe that the more showy system is really any better, or that any education can be permanent, which does not fall in with the interests of the people as understood by themselves. On the other hand, one cannot be confident that a little forcing may not be useful at the outset, and I always feel myself bound to assist schemes of this kind, even if they are not such as I should have originated myself. The following extract from Major Babbage's memorandum will be found interesting; but all my own experience is against the probability of the zemindars valuing instruction in arithmetic. This may be because they do not connect our system with any idea of its practical use.

"I have ordered more attention to be devoted to Arithmetic. The bulk of our scholars are of the non-agricultural classes, and the Zemindars who support the schools complain that they are of no use to them, and there is some truth in this, as long as Arithmetic is neglected; but if the Zemindars were taught practical Arithmetic, they would I believe soon find the Schools useful. There is no doubt that even now the schools, bad as they are, do impart or help to impart a fair share of knowledge to many; this is mostly due to the schools in the towns and larger villages, whence civilization and education must ever radiate. One satisfactory proof of this is, that the Settlement Department have found a considerable number of boys and young men, qualified for the Settlement work educated in our Village Schools, so that the Settlement Department has been able to carry on their work with great satisfaction, without looking for aid beyond the Zillah.

"The policy of reducing schools where found neglected by the Zemindars has not been forgotten, though no schools have been reduced during the past year."

Town Schools in Sealkote District.

23. In Sealkote District there are Town Schools at Zafurwal, Pasrur, and Daska. As last year, the first is in very good order, and the others below the mark, although improving. The teachers of these two are not what they should be for Town Schools, but the number of competent men is limited. At Pasrur, which is a populous town, there should be a school equal to any in the Circle.

Village Schools in Sealkote District.

24. In Sealkote District the Schools are better attended than elsewhere, and the work is better done. This is partly owing to the affluence of the people, but in a still greater degree to the encouragement which Major Mercer gives to education in all its forms. The liberal prizes which he distributes have attracted a large number of boys, who have no right to call themselves Government scholars; but there is more hope here than elsewhere of organizing really good schools, and the superiority indicated by the figures is borne out by facts. The Chief School Mohurrir, Ilaihi Buksh, is an energetic and useful manager. He knows his work and his boys thoroughly, and although rather too fond of setting off his work to advantage, he is quite trustworthy, so far as he is called to account

Town Schools in Jhung District.

25. In Jhung District the Maghiana School is in very good order, although there has been some diminution of numbers, owing to the unpopularity of the English School lately established in connection with it. This feeling will probably soon pass away. Chinyot which was raised to the Town grade a year ago, has fallen off very much. Owing to some cause of dissatisfaction, which is not quite clear, all the senior boys left the School, and I found only two present of twenty who were in the Upper Classes a year ago.

Village Schools in Jhung District.

26. The Village Schools in Jhung are few and far between, so much so as to be hardly worth the visit of an Inspector's camp, which is rather a burden to the people in the poor villages of the Bar. Considering the primitive condition of the Zemindars, the schools here are not in bad order. The Chief School Mohurrir, Munshi Hukm Chund, did not give me satisfaction altogether, but I hope that the warning which he has received, will not be lost on him.

Village Schools in Shahpoor District.

27. There are no Town Schools in Shahpoor District. Three Village Schools are superior to the rest, and had they made progress in the past year would have been promoted to the Town Grade. Of these Sahiwal is the best, and the Teacher is a good man; but he complains that the people are very apathetic. I have already spoken of him and his work. Khushab is much as it was last year, and Miani has fallen off owing to the illness of the Teacher. Of the rest, only Shahpoor deserves commendation, and many seem to have fallen off, as explained in the Deputy Commissioner's memorandum. I should not omit to notice, that I believe that the festivities of the 'Eed' kept away several boys of ten Schools assembled at Khushab. I give Captain Davies's memorandum entire as no part of it is merely formal. I have only to say that I quite agree with his estimate of the difficulty of getting men to join the Normal School, but he is evidently not aware that the subject has been constantly under consideration during the last three years. Captain Davies writes:—

"1. The number of boys on the registers of Schools at the end of the year was 1,509, which is less by 171 than the number at the close of the preceding year. The falling off is chiefly noticeable in the Bar Schools, and is said to be due to the great drought that prevailed throughout the period under report, which caused the people to leave the District in search of forage for their cattle. I have no doubt that the reason assigned is the true one.

"2. As regards the degree of success attained during the past year, I need not say much, as the Inspector has lately been his rounds, and has thus been able to form his own opinion on the subject. I am sorry to see from his inspection report, that opinion is generally so far from favorable. I think perhaps, he expects too much from the machinery employed, and does not make sufficient allowance for the inferiority of the material to be worked upon, and the adverse circumstances of the district generally. I think too from the hurried manner, in which examinations are conducted, that a fair idea is not obtained of the state of the schools. Still it must be admitted, that the majority of the schools are far from being in a satisfactory condition, and this must be set down to the apathy of the people themselves on the subject of education, not to say dislike; for nothing has been left undone that could be devised, short of actual compulsion, to induce parents to take advantage of the opportunities offered by Government for giving their children a decent education.

"3. Some portion of the prejudice against the Government Schools is due to the peculiar scheme of studies carried out in them, consisting as it does of a very extensive range of subjects, and the study of Urdu as a language.* I will not repeat what I said on this subject last year, but add that I entirely concur in all that Mr. Pearson wrote in para. 10 of his report of last year, and am glad that some concessions have been made by the head of the Department, by which the Persian classics are being gradually substituted for the inferior Urdu works of the old scheme.

** Persian has been largely substituted for Urdu literature; but Arithmetic, History, Geography, &c., are still taught through the medium of the latter.* DIR. P. I.

"4. There are no Town Schools in this District; but it is hoped that by the time the Inspector again visits the District, the state of the Sahiwal and Khushab Schools will have fulfilled the prescribed conditions, to allow of his recommending their being raised to that grade.

"5. Measures have been taken during the past year to supply the want of books remarked on in former reports.

"6. The District is pretty well supplied with educational buildings. A new School house calculated to hold eighty boys has just been finished at the town of Shahpore, and two smaller ones in the villages of Kot Bhai Khan and Hoojjan. To the cost of the last two the Zemindars have contributed.

"7. The educational staff of the District consists of 53 Teachers, receiving salaries varying from 25 to 5 Rs. each a month. Of these 38 have successfully passed through the Normal School; others have undergone a course of instruction, but have failed to obtain certificates; and 13 have received no such training. There is no disguising the fact, that the condition of passing through the Normal School is having the effect of deterring men from coming forward as candidates for Teacherships in Government Schools. The distance to be travelled; the long separation from home—(the term of instruction has been increased to three * years)—the difficulty of living on the pittance allowed while studying, are all causes that are beginning to disgust men, and disincline them to accept a service, to which are attached such hard conditions. The subject is one that demands more attention from the authorities, than it appears to be receiving. The result in this District is, that the greatest difficulty is experienced in getting men to go to the Normal School, and little short of absolute force is required to induce them to undertake the journey.

* *Two years.*—INSPECTOR.

"8. During the cold weather I examined twenty of the best schools, and distributed presents of money and books.

"9. The Chief Mohurrir, Abdoos-salam, having been ailing for some time, took sick leave to his home for six months.

"10. The Girls' Schools at Khoshab and Shahpore do not make the progress I could wish. I am afraid there is a good deal of truth in the Inspector's remark, that these Institutions are more deserving of the name of nurseries, than of Schools. One or two of the girls at the former are however, making real progress, and I am able this year to speak the more confidently on this point, as I was allowed to visit the school and examine the girls in person. The invitation to do this came unsolicited from Allah Jawaya Khan, the leader of Mahomedan society in Khoshab, and was gratifying as enabling me to satisfy myself, that the money spent on the school was not altogether wasted, and is a proof of the confidence of the people in our good intentions.

"11. I have again to report very favorably of the interest taken in the subject of education by Ram Sahae, Tahseeldar of Khoshab. I trust his exertions in the cause will meet with the usual acknowledgment."

Rawul Pindee Normal School.

28. The Normal School at present contains 41 pupils, of whom 18 are teachers sent up for training; one is non-stipendiary; 13 are candidates for teacherships nominated by District Officers; 9 are selected for scholarships by the Inspector, and should be men of superior attainments. The stipend of these last (5 or 6 Rs. per mensem), is insufficient to attract men above the average, and I have sometimes given the scholarships as prizes to the most promising students already in the school. Lately I wrote to the School Mohurrirs to send up a few men, if they could find any willing to come possessing certain qualifications, and in one answer I was told that the people feared the Normal School like death. A natural objection to an Inspector's scholarship is, that the holder is liable to be turned adrift when his term is completed, at least for a few months * Those who are sent up by District Officers have usually some place reserved for them. So far as I have seen the result of the last examination for certificates, there is every reason to be satisfied with the manner in which the Normal School is conducted, and I have much pleasure in noticing the efficient service of Moulvi Ilahi Bukhsh, the Head Master, and his Assistant, Qazi Mahomed Ji.† I have sometimes been quite surprised at the rapidity with which ignorant men have improved, and there is always a vast difference between the proficiency of those who have been under training for a year or two, and those who have just entered. The School has recently been removed from the cantonment Bazar to the building formerly occupied by the Tahsil. The present situation is so popular, that I have hesitated about moving into the barracks assigned to us at Jhelum. The house in which the School is now held is roomy and suitable in many respects; but it is a good deal out of repair, and not very convenient for my own visits. If we remain where we are, we shall be able to establish a good Model School for the teachers to practise in.

* *I see no reason for such a result. The Inspector can keep his nominees at the Normal School, until a suitable opportunity of providing for them occurs: and as they should be superior to the other students, there should be no difficulty about appointing them to the best vacancies that occur.*—DIR. P. I.

†Eight men were examined for Certificates in April; all passed, two in the 2nd grade, 5 in the 3rd grade, one in the 4th grade.

JAIL SCHOOLS.

29. One great drawback to the efficiency of Jail Schools is the want of earnestness, which seems to prevail among all who are responsible for their working. On the other hand, there is a great deal of zeal for manufactures, and thus when there is not time for both, education has to give way My impression is, that most work is done in Rawul Pindee Jail, as was the case last year. But as Jail Officials

invariably assure one, that every prisoner who can read and write, was unable to do so when he came in—which cannot be true—it is impossible to ascertain how much is learnt in the Schools. The following are the results of my inspections :—

Rawul Pindi Jail.—Number of students 450. 13 read 'Insha Urdoo', of whom 10 can write from Dictation. 20 read 'Pand Sudmand', of whom 12 can write words of three letters. 5 can read easy narrative.

Gujrat Jail.—11 men can read 'Punjab Singh,' of whom 8 write Dictation, 3 read easy narrative.

Gujranwala Jail.—300 students. 11 read Urdoo, and 2 write Dictation.

Jhung Jail.—All new prisoners; 12 men can read words of three letters; one man writes Urdoo Dictation.

Jhelum Jail.—Only 6 prisoners are able to read or write at all.

Shahpoor Jail.—The state of this School was satisfactory, compared with other minor Jails; but my notes have been lost.

Sealkote Jail.—There is no School here, in consequence of the short term of imprisonment.

AIDED SCHOOLS. Rawul Pindi.

30. Three Schools in the city and cantonment of Rawul Pindi receive grants-in-aid viz: (1) the city School, which is now on a par with the best Zillah Schools in the Circle, and promises to improve. (2) An English School in the Sadr Bazar, which has already sent up two classes to the City School, and will be valuable as a feeder to it. (3) a Female School which is reported to be in satisfactory condition. All these are under the management of the Revd. J. H Orbison of the American Presbyterian Mission. There is also under the same management a Branch Vernacular School in the city, and an Elementary English School in the Regimental Bazar, which I have recommended for a grant under rule XIV. I believe that the whole establishment is in good working order, and deserves every encouragement.

Jhelum Aided School.

31. The Jhelum Aided School is in a satisfactory state, considering the smallness of the Town I was not however so favourably impressed with the quality of instruction given as in the previous year. Bishen Sing then Head Master, was promoted to Bhera, and his successor, Bhagat Sing, a young man who passed the Entrance Examination with credit, has perhaps neglected the School work for his own studies. The Manager, the Revd. F. C. Cardew, was not so well satisfied with him, as with the late Head Master.

Aided Schools supported by the Church of Scotland Mission.

32. The Church of Scotland Mission has three Aided Schools in this Circle, viz. two at Sealkote, and one at Wazirabad. In my last report I was unable to speak favourably of the city School, and I can still see no prospect of a proper organization, unless there is a change of teachers The Cantonment School is quite satisfactory as an Elementary English School. When I visited the School at Wazirabad, the Head Master had been on leave for some time, and there was some falling off in consequence. I was disappointed to find little or no improvement in the lower classes, but the staff of teachers is hardly sufficient

ELEMENTARY ENGLISH SCHOOLS.

33. Besides Mission Schools, there are nine Elementary English Schools managed by the District Officers. Some of these are making excellent progress, and some are doing very little. In every town there are Hindu boys who will learn English, but it is not always possible to find teachers, who are both capable and popular. I do not think that our present plan of setting up an English School, wherever an energetic Tahsildar has collected a subscription, is the most economical. It is the principle of the Grant-in-aid system to help those who help themselves, but there is, I suppose, no such a thing as a voluntary subscription for public purposes of this kind in the small towns of this Circle, and several places where our English Schools are languishing, do not really deserve to have them, so much as Pind Dadan Khan,* and Jalalpur, both of which could support good Schools

*A subscription has been raised here, and an equivalent Grant-in-aid applied for.—DIR P I.

Elementary English Schools in Sealkote District.

34. There are three Elementary English Schools in Sealkote District. That at Zafarwal is in a very satisfactory state, chiefly in consequence of the good management of Miran Baksh, who was brought here from the Cantonment Mission School. Daska, under a new teacher, was not good for much when I saw it, but seemed likely to improve. The School at Pasrur had collapsed, owing to the incompetence of the Teacher; but there is no reason why it should not be equal to Zafarwal, if the new master is a suitable man.

English Schools in Gujranwala District.

35. There are three Elementary Schools in Gujranwala District. The best is at Akalgarh, which has been very well taught by Moula Baksh, lately transferred to Ramnagar. There is another at Batala, supported by Sirdar Jhanda Singh, in which about twenty boys learn English, but only half-a-dozen of them can read and write it at all correctly. The school at Ramnagar had dwindled away to nothing, owing to the unpopularity of the Teacher, who however has always borne a good character. There is no reason why it should not be successful under Maula Baksh, who is a native of the place, and respected.

Elementary English Schools in Shahpore District.

36. The Elementary English Schools at Shapore is not making very good progress, owing to a want of industry or of tact on the part of the Teacher. Nearly forty boys were learning English with some success. There is also an Adult School, consisting of the men of the 'Amla,' but they are not doing much. The new English school at Khoshab had not got through so much work as might have been expected, when I saw it in February.

Elementary English Schools in Jhung District.

37. The Elementary English School at Shorkot is going on well, although the present teacher is less competent than his predecessor, who was transferred to Maghiyana, where he has done good work in the few months during which the English School has existed. The constitution of both these Schools is peculiar. Subscriptions are collected from the Zemindars in the Villages, but the boys who benefit are the sons of tradesmen in the towns. The Tahseeldar has no influence over the latter, but finds no difficulty in taking a few extra rupees when he collects the land revenue. Hence the anomaly. I hope to see all Schools in towns supported from municipal funds * in place of these irregular collections.

*It would no doubt be preferable.—Dir. P. I.

Female Schools.

38. There are now 261 Female Schools in the Circle—of which 31 are Government Schools—maintained in the same way as Village and Town Schools; but not open to inspection unless the people desire it. I believe this unwillingness to admit the visit of an Inspector to be a mere pretence, except where the girls are grown up, as in the Rawul Pindi Mission School. I have examined hundreds in the North-West Provinces, and here you may see little girls with writing boards, playing about at the doors of every mosque, or seated at their lessons in the middle of the road. However as the people profess to have scruples, Major Mercer has done well in appointing one Emily, Inspectress of Female Schools in Sealkote District. I had some conversation with Emily, and made an abstract of her report. She had inspected 103 Schools, of which 27 were Hindu, one Sikh, and 75 Musalman Of the Hindu Schools, 16 were in good order, and 3 in bad order. Of the Musalman Schools, 27 were good, and 22 bad. The rest deserved neither praise nor blame, though for various reasons they had made little or no progress. It would have been satisfactory, if the report had generally stated, how many girls could read, and what quantity of their books they had got through. The best School is at Zafarwal, where the 6th class government books are read. Major Mercer considers, that he has achieved a success in these Schools, and there can be no question of the value of the experiment, upon which he has bestowed so much labour.

Baba Khem Singh's Schools in the Districts of Jhelam and Rawul Pindi number 101. I cannot get any information about them, although I believe that they have some sort of objective existence, and I regret that I can give no description from personal observation of the progress of Female Education in this Circle

Sir Henry Lawrence Memorial Asylum.

39. The boys and girls of the Lawrence Asylum are divided into the same number of classes as last year; viz: four classes of boys, and three classes of girls. The full number amounts to 50 boys and 35 girls, but when I inspected the School in April there were several vacancies, in consequence of some regiments having left the Punjab. A vast improvement has taken place in the quality of instruction. The first class of boys, taught by the Principal himself, are evidently enjoying unusual advantages of education, and the girls are all making excellent progress under two experienced teachers. The lower classes of boys are much in the same state as last year, that is to say, they have prepared their lessons for the most part, but in a mechanical and

unintelligent way. The difference of style in the answers of these boys, and those of the first class was most striking, and convinced me that a competent Assistant Master is much needed. A great deal has been done lately to increase the comforts of the children, and the discipline and general arrangements are unexceptionable.

Murree *cum* Rawul Pindi School for children of European descent.

40. The Murree *cum* Rawul Pindi School for boys and girls of European descent has been in operation for several months. It is attended by children of officers and others in easy circumstances. * It is conducted by Mrs. Harris, who was formerly at the Lawrence Asylum, and her system so far as I can judge, is admirably suited to the requirements of an infant School. Her pupils do their work well, and are neat, orderly, and cheerful. At first the number of children was small, but there is good reason to think, that in future the amount paid in fees will at least equal the grant. My impression is that a different class of School† was intended, when the application for a grant was first made; but as I have no copy of the correspondence, I am unable to say how far the School, as at present constituted, conforms to the requirements of Government.

*Not entirely; the majority belong to the classes I think, for whom Schools sanctioned under Lord Canning's Minute were intended.—DIR. P. I.

† *See previous note.*—DIR. P. I.

Indigenous School.

41. An attempt has been made to collect information about private education, and to encourage it by aiding good Schools, which are not able to comply with all the conditions of a regular grant. From the returns it appears, that in the seven Districts of this Circle there are 2,528 Indigenous Schools, numbering 25,766 pupils, thus divided :—

Number of Schools.	Class of Schools.	Number of Scholars.
1,573	Arabic, Qurân, ...	15,573
260	Persian, ...	2,842
81	Nagri, Sanscrit, ...	930
209	Gurmukhi and Mahajani, ...	2,917
405	Arabic, Urdu, Persian, .	3,504
2,528	Total, ...	25,766

These figures are calculated to mislead without an explanation. Scholars were invited to attend my camp everywhere, and although many of the best stayed away from fear of interference or other causes, I have no doubt that I saw specimens of all kinds. The vast majority of those returned as scholars, merely learn to read the 'Quran' by rote. This practice is so far useful, that it gives the power of reading the Persian character, which is very similar to that in which the 'Quran' is written; but there is no evidence that it is valued on that account. The children who came before me could generally read only a page or two, and if I put my hand over the text, they could often go on repeating from memory just as well. Next to the 'Quran' readers, the largest class of scholars consists of Khatri children, who learn the elements of shopkeepers' accounts. They know the multiplication table as far as ten times twenty, and add up bills' for ghee, flour, &c. They also learn to read mercantile letters in the short hand used by the 'banyas' of the Province. But the school is chiefly for infants, and they learn afterwards in the shop the more difficult parts of book-keeping and accounts. The Persian Schools give a Mohurrir's education, and the standard books are read without much regard to the subject matter or grammar. There are however a few good schools, in which students from all parts of the country are found studying the Persian classics critically. Arabic Grammar and Logic are read, solely with a view to improvement in religious knowledge, and it is held that too much science is prejudicial to faith. Hence Arabic Poetry and History are unknown in this part of India, and seem to be almost forbidden by the spiritual power. There are schools for Brahmins, whose studies are chiefly directed to give the training which is necessary for the office of priest, and little children read the 'Shastras' and 'Granth,' much in

the same way as the Musalmans read the 'Quran;' thus, the greater part of the work done in Indigenous Schools is either purely religious, or an apprenticeship, and so far has no more claim for Government aid than any other business in which men are engaged. But there is a prospect of doing good by giving encouragement to Schools capable of imparting a sound literary education, and with this view I propose to aid some of the Persian Schools which exist, allowing them to follow their own plan, and insisting only that the work shall be well done. We might afterwards see our way to getting History, Geography, and Arithmetic taught; but a good teacher would not risk his reputation by attempting to introduce an unpopular course of study, and would hardly be competent to do so if he wished. The chief reason perhaps why the physical sciences and modern studies make so little way in Schools and Colleges at home is, that no one knows how to teach them. There is a traditional method of teaching Latin, and Greek, and Mathematics; but a man may easily know a subject well, and still find himself utterly at a loss to impart his knowledge to a class of pupils. This difficulty which is serious with Europeans is ten-fold greater with natives, who are specially deficient in originality During my last tour, I was in the habit of giving a present of books to such Indigenous Schools as came before me, and sometimes a reward in cash to the Teacher. In future, I shall examine only those Schools which offer themselves for inspection, after having been visited occasionally by the School Mohurrir, and which appear to have done something to qualify themselves for a grant under Rule XIV. Personally I am inclined to think that there are better reasons for leaving the private Schools alone, than for interfering with them in any way; but the principle of aiding them has been accepted, and it only remains to find the best way of doing it, and under any cirumstances our experiments cannot fail to elicit valuable information, as to the native theory of education.

Notice of the Deputy Inspector and others.

42. Moulavi Mahammad Ali, the Deputy Inspector, has performed his duties entirely to my satisfaction. The chief School Mohurrirs have been already mentioned in connection with their work, and I am glad to think that they all know their business sufficiently well to carry out the wishes of a superior officer. I have forwarded separately a list of Tahsildars who appear to me to deserve mention for their services. I could wish however that it was the business of District Officers to report upon their own subordinates; especially as I have often no satisfactory means of knowing what these gentlemen have done, and the remarks which they write in the visitors' books, too frequently serve only to show their ignorance of School work; though in other respects they may have afforded a valuable support.

Acknowledgments to District Officers.

43. In conclusion, I beg to acknowledge the courtesy and assistance which I have always met with from the District Officers, and the attention which they have bestowed upon all matters, which I have had occasion to trouble them with.

FRONTIER CIRCLE.

INSPECTOR, (In Charge of Circle,)—C. PEARSON, ESQUIRE, M. A.

I have the honor to furnish the Annual Report of the Frontier Circle, of which I have had charge from the 5th April. Mr. Beckett, Assistant Commissioner of Dera Ismail Khan, was officiating until the 4th February 1867, when he was relieved by Mr. Hutton, who was attacked by small-pox and died at Hurreepore on the 31st March, the last day of the period under review. The difficulty of describing the year's work in districts which I have not seen, and which differ in many respects from those with which I am acquainted, is much lessened by the complete state of the records which remain in the Office. It will be my business to arrange these materials, following the plan of the last Report.

Route adopted during the cold season inspection.

2. Mr. Beckett commenced his tour of inspection in November 1866, taking the Meeanwali Tehseel of the Bunnoo District, and then the Cis-Indus portion of Dera Ismail Khan, Moozuffurgurh, and the Southern part of Dera Gazee Khan, where he was relieved by Mr. Hutton, who marched through the whole of the Trans-Indus portion of the Circle.

General Statistics.

3. There are 3 Zillah Schools in the Frontier Circle; viz at Dera Gazee Khan, Abbottabad, and Peshawur; two Town Schools; 185 Village Schools; two Girls' Schools; two Normal Schools; two Jail Schools; three Mission Schools, in which English is taught; and one other Elementary English School.

Peshawur Zillah School.

4. Until lately the Peshawur Zillah School was under Mr. Millett, but he was obliged to get himself transferred on account of ill-health, and has been succeeded by Mr. Robsch, who has lately come from England, and has some valuable experience as a School Master. Mr. Millett's Annual Report is the most recent account of the School. He writes as follows:—

"The attendance of the School is not as good as it was last year. The decrease in numbers is chiefly owing to the epidemic that prevailed here at the close of 1866, to which many of my pupils fell victims. The number of boys now on the rolls is 138, of whom 37 read the Oriental languages only, and the remainder both English and Persian. The average daily attendance for the year has been 90 per cent."

There was one boy in the 3rd class, 14 in the seventh, 18 in the eighth, and the rest divided between the ninth and tenth classes. Mr. Millett describes the seventh and eighth classes as making excellent progress under Master Peer Bukhsh, and he is well satisfied with the work of his other assistants; but he does not say what part of the regular teaching he was in the habit of taking up himself.

The Local Committee of Public Instruction has done but little for the good of the School. The School on the whole has made very fair progress during the year.

Mr. Hutton inspected the School in March, and expressed a very favorable opinion of what he saw. The following extract should not be omitted:—

"The regular attendance is due to the discipline enforced by Mr. Millett, who in spite of continued attacks of Peshawur fever, has carried on his School duties in a most efficient manner."

Dera Gazee Khan Zillah School.

5. There is a considerable increase of scholars in the Dera Gazee Khan Zillah School, owing chiefly to the establishment of a Branch. The Head Master has trained several boys nearly up to the Entrance Examination standard, who being transferred to Mooltan Zillah School have done well; and English seems to have been taught in a creditable manner throughout, though less successfully in the lower classes. The recent appointment of an assistant master, a matriculated student of the school, should have a good effect. The progress in Urdu, Persian, and Geography was not what it should have been, considering that there are three Vernacular teachers in the School. The writing and dictation of the lower classes were somewhat neglected. From the reports it would appear, that the Head Master has taught his own classes well; but that he has failed to secure a corresponding efficiency in his subordinates.

Abbottabad Zillah School.

6. I inspected Abbottabad School lately, and will describe its condition from my own Note-book. Three boys were reading in the 3rd class, and showed a fair knowledge of English. They were not good in Arithmetic, and only one of them was properly prepared in Urdu and Persian. The next class is the VII, in which are two boys; in the VIII, eleven boys; in the IX, fourteen; in the X, thirty. The lower classes know their English tolerably well, but all their other subjects have been neglected. I found it necessary to dismiss one Vernacular teacher, and have supplied his place with the best certificated pupil of the year from the Rawul Pindee Normal School. The Head Master Kanh Singh is intelligent, and appears to be energetic. I dare say it is true, as I found remarked repeatedly in the visitors' book, that the boys are not much given to study; but I have seen Elementary English Schools much more advanced in the lower classes, and equal to this in the highest, and if progress is not made, it will soon be a question whether the establishment should not be reduced.

Model Vernacular School Hazara District.

7. The model Vernacular School at Hurripore has fallen away for want of a teacher. One of the Tehseel Mohurrirs was acting as his substitute when I was there in April. With some difficulty I collected a number of boys, and found that 11 could read and write Persian dictation, but only 3 had a knowledge of Arithmetic. With the approval of the Deputy Commissioner, I have sent an experienced teacher, who has just passed through the Rawul Pindee Normal School with credit, and who I hope will be popular and efficient.

The other School at Mansera has not been inspected this year.

The important question of the day in Hazara is the Settlement, and until that is set at rest, the Deputy Commissioner thinks it impolitic to press education upon the people.

Peshawur Normal School.

8. The number of pupils in the Peshawur Normal School at the close of the year was 11, of whom 7 were teachers drawing their full pay, and 4 were receiving stipends from the Deputy Commissioner, or Inspector.

In April one student was examined for a certificate, and his work was moderately good. Six students in the Rudimentary class should have been examined, but only 5 sent up their papers; of these two acquitted themselves satisfactorily.

Dera Ismail Khan Normal School.

9. In the Dera Ismail Khan Normal School there were 17 students, of whom 6 were examined for certificates, and 8 in the Rudimentary class. The Revd. R Bruce, Manager of the Mission School, kindly undertook to superintend the examinations, but was not able to sit continually with the men while writing. He detected one gross case of dishonesty, and all the papers which I looked over appeared to have been worked in concert. The Officiating Head Master, Vilayat Hussein, who was watching the men is much to blame for his negligence, if not for a worse fault. It is difficult to estimate work done in this way, but it appeared to me that the men though good Mohurrirs, were ignorant of History, Geography, Grammar, and all that a School Master specially requires.

TOWN SCHOOLS.

10. There are only two Town Schools in the Frontier Circle.

Kot-oodoo Town School.

11. Mr. Beckett, who inspected Kot-oodoo Town School, District Moozuffurgurh, in January, reports as follows:—

"Kot-oodoo Town School upholds its reputation, although the number on the rolls is less by 9 The former Tehseeldar, Meer Mahomed, in the excess of his zeal to get all the boys of the village to attend, gave some offence to the parents, and the consequence was that a number took their children away; but they have been persuaded to send them back, and all is now as it was. All the boys who were in the 3rd class last year have left, having got appointments as teachers in other Schools. I should like to see deserving boys of this School appointed to posts in the District, and the Deputy Commissioner's Office. After having had a good education, they are surely more competent to do the work of Moonshees, than the class of men who are now employed; and the precedent would have a good effect in attacting more boys to the School. The Teacher Nooroodeen has been rewarded by an increase of 5 rupees a month to his salary, and he now gets 5 rupees more for doing Deputy Postmaster's work I wanted to transfer him to the School at Moozuffurgurh, that he might bring it up to the Town standard; but the people of the village came to me in a body, and said if I took Nooroodin away, they would take their sons also."

In the Tabular statement the school is described as "excellent," the scheme of studies is adhered to, and in the VI and upper classes there are no less than 43 boys.

Jampore Town School.

12. The following description of Jampoor Town School is from Mr. Beckett's report:—

"This School is in a flourishing condition. The number on the rolls is 105, and the classes "range from the 2nd downwards. The Tehseeldar of Jampore, Fazal-deen, deserves great praise

"for his efforts in behalf of this School and of others in his Tehseel. The numbers have been "nearly doubled since last year." 27 boys in the VI and upper classes were present at the examination.

Village Schools of Peshawur District.

13. The Village Schools of Peshawur District were inspected in March by Mr. Hutton, by whom no reports were sent in; but a quantity of rough notes, and the Tabular statements remain, sufficiently proving the thorough and efficient character of his work. I have been told that he was disappointed with the Schools on the Frontier, and no doubt there is a vast difference in the standard of education here, and in the districts about Dehli, which he had been accustomed to visit. 38 Schools were inspected in this district, of which 15 are favourably reported, and the rest otherwise. Generally the boys read and write Persian fairly, but have little knowledge of Arithmetic, Geography, and other subjects. The best school is Shunkurgurh. I find the following note on Tungee School :—

"This School has made no progress since last year. It was closed for two months, owing to the absence of the teacher without leave. This man Golam Hussein is now at the Normal School for the third time, and draws his full salary of Rs. 15 per mensem. He is a relative of the late Chief Mohurrir, and on that account is kept at Peshawur, and his School is totally neglected. His only object is to live at Peshawur, and draw his salary for nothing, so I recommend his immediate dismissal. I hear that this is the case with several other teachers, and I shall certainly investigate the matter on my next visit to Peshawur."

Village Schools in Kohat District.

14. There are only 7 schools in Kohat, six of which were inspected by Mr. Hutton in February. A little Pushtoo is read in some schools, and Persian more or less in all; but there was no regular classification or scheme of studies.

Kohat Elementary English School.

15. The following is a copy of Mr. Hutton's report upon Kohat Elementary English School :—

"I visited this School in company with the Assistant Commissioner and the Tehseeldar, and other native gentlemen; and examined several of the classes in English, Persian, Dictation, Arithmetic, and Geography. Mr. Jennings the Head Master was appointed last April. Only 11 boys were then learning English, now there are 81 boys. The highest English class is the 6th. The Persian and English Departments have lately been amalgamated, and the scheme of studies for Zillah Schools introduced. Fair progress has been made in English reading and writing, but the pupils are somewhat backward in Grammar, and translation from English into Urdoo. Mr. Jennings deserves, however, some credit for his exertions, as at present he is quite unassisted, and has to teach some 80 boys. An English Assistant Master is much required. I intend to make a proposal on the subject to the Deputy Commissioner. There are two Persian Masters on salaries of Rs. 25 and 10 per mensem. Arithmetic and Geography had not been well taught. The Penmanship and the Reading of the pupils were, however, satisfactory. The total monthly expenditure is Rs. 100 which is paid from the Educational Cess Fund.* I find, however, that only 9 sons of agriculturists attend the School; the rest 81 are chiefly sons of the trading classes, and of soldiers belonging to the Regiments stationed at Kohat. It appears to me rather unfair that the Zemindars should support the school and derive no benefit, and the trading classes who pay nothing whatever, towards the Educational Cess Fund, should receive their education gratis. The Head Master is of opinion that the parents of pupils would willingly pay a small tuition fee,† say one or two annas per month. The amount thus raised might be expended in Monitorships or other improvements. The Municipal Committee would no doubt assist and give a yearly grant in support of the School: (I hear that some Rs. 4,000, ‡ are in savings). If the people of Kohat would only come forward to show their interest in the school by raising a local subscription, I am sure, Government would gladly give an equivalent grant-in-aid. There would be then no difficulty in securing a proper staff of Masters, and placing the school on the same footing as a Zillah School. I distributed Rs. 20 in rewards to the most deserving pupils."

* *There must be some mistake in this, which will be enquired into. Part of the expenditure comes from Imperial Revenue.*—DIR. P. I.

† *Fees should certainly be taken, if possible. Deputy Commissioner addressed accordingly.*—DIR. P. I.

‡ *Enquiry made respecting these rumoured savings.*—DIR P. I.

Village Schools, Bunoo District.

16. Mr. Beckett inspected the Mianwali Sub-division of District Bunnoo on his march downwards in November. He saw 7 of the 12 schools, all of which had fallen off during the year, with the exception of that at Mianwalee, which is in very good order, and likely to rise to the Town Grade. Mr. Beckett thought the teachers to blame for the unsatisfactory progress in other schools. The District of Bunnoo, Trans Indus, was inspected by Mr. Hutton in February. 14 Schools were examined. The only school favorably reported of was Shahab-kheil; and one Mandra kheil, should be reduced, as not a single boy attends. The boys of the School at Nawar Kheil could read and write fairly, but were ignorant of other subjects. Major Birch, the Deputy Commissioner, visited half the schools, and came to the conclusion that the same boys are too often brought up

year after year, with the same amount of knowledge. He notices that the Hindoos are the best scholars, and proposes a levy of one anna for every 4 rupees License taken out. A subscription for an English School has been raised in the Mianwali Sub-division.

Bunnoo Mission School.

17. Mr. Hutton examined Bunnoo Mission School in February, and was much pleased with its condition. About 50 boys were learning English, and the highest class was the VII of the Zillah scheme The Head Master, Mr. Wilson,* is highly commended for his intelligence and industry.

A native Christian.—DIR. P. I.

Female School, Bunnoo District.

18. All the Female schools in Bunnoo District have been closed, with the exception of one at Moosa Kheil, in which 18 girls read Goormookhee, but are not making much progress.

Village Schools in Dera Ismail Khan District.

19. Mr. Beckett saw 17 of 20 Village Schools in Dera Ismail Khan, Cis-Indus, of which 8 were in fair order, and the rest bad. He attributes the want of improvement to the great extent of the district, which makes a proper supervision impossible; and he thinks that it would be better to divide the work between the Chief Mohurrir and his assistant. But the latter is, I believe, always wanted at the Sadder to manage the correspondence and accounts of the office.

Mr. Hutton inspected 12 schools out of 17 in the Trans-Indus division. In half the schools a few boys could read and write Persian fairly, and in one or two they knew something of Arithmetic; but everywhere there was a great want of systematic work, and no proper supply of School books. Mr. Hutton also complained of the imperfect supervision of the School Mohurrir. Last year the number of scholars on the registers was 1,543; in the present year 1,427. There has been a similar falling off in almost every District of the Frontier and Rawul Pindee Circles, probably owing to the drought, and to some transitory excitement of religious prejudice.

Village Schools, Dera Gazee Khan District.

20. In the Vernacular Schools of Dera Ghazee Khan District, there are on the Registers 765, in place of 874 last year, and 633 the year before. There are 33 schools, of which Mr Beckett examined the Town School at Jampore already described, and 15 Village Schools of which 5 were making fair progress. Of the remainder, Mr. Hutton inspected 14 in the northern half of the District, of which two were doing very well, and two more were good in Persian reading, although the scheme of studies had been neglected. Generally, the standard of education is low, and the state of the schools unsatisfactory. An important movement has been made for the re-organisation of the schools in this District. It is described thus in your letter to Secretary to Government:—"The principal chiefs and native residents of the Dera Ghazee Khan District "undertake to maintain and manage certain Schools throughout their District, under the "guidance and supervision of the Deputy Commissioner, and private income to the extent "of Rs. 4,180 per annum will be provided for the support of these Schools. Out of this "amount, supplemented by the proposed grant-in-aid of Rs. 2,680, good Vernacular Schools "will be kept up in the District, with teachers on salaries ranging from Rs. 10 to 25 per "mensem, and an Elementary English School at Rajanpore. School accommodation will be pro-"vided wherever it is needed, and the regulations and course of studies of the schools will be "made as popular, as may be compatible with proper discipline and efficient instruction." Sanction of Government having been obtained, the schools hitherto supported from the educational Cess Fund will become grant-in-aid Schools, and others will be opened. I have addressed the Deputy Commissioner on the proposed organization.

Village Schools, Mozuffergurh District.

21. Mr. Beckett inspected the whole of the Schools in Mozuffergurh District. He reports a slight improvement since last year, and notices particularly that more care is taken to read the books laid down in the scheme of studies. The school at Mozuffergurh is described as good, though still falling short of the Town grade considerably. The Deputy Commissioner says:—"There has been a decrease in the total number of scholars of 281. The falling off is con-"fined to the Kot-oodoo Tehseel, and is to be accounted for by the transfer of the Tehseel-"dar, who had brought his whole official influence to bear in the matter of filling the schools "in his jurisdiction. As soon as the pressure was removed, the involuntary scholars left. The "falling off, therefore, is more nominal than real."

Female Schools, Mozuffergurh District.

22. Three Female Schools have been closed during the year, and one only remains; which is said to be in much the same state as last year.

JAIL SCHOOLS.

23. The Jail Schools at Peshawur, and Dera Ismail Khan, were inspected by Mr. Hutton. In the former not more than 5 men could read fairly, and write easy sentences from Dictation, but the prisoners remain for six

months only. At Dera Ismail Khan more progress had been made. Three men wrote extremely well, and others were able to read and translate the 'Bostan.' Six men were learning Pushtoo.

Peshawur Mission School.

24. Peshawur Mission School was not inspected during the year. Four students of the second class took part in the general examination by written papers They were unsuccessful in common with a large majority of those examined at the same time.

Nowshera Mission School.

25. Nowshera Mission School has been closed during the year, not being successful as a *Mission* School, but from the last report it appears not to have been good for much from a secular point of view also. Under Art. XX of the Revised Grant-in-aid Regulations, Government has the option of purchasing the School-house at a valuation to be determined by arbitrators, credit being given for the amount to the building grant. I have enquired from the Deputy Commissioner, whether there is any prospect of establishing a Vernacular School at Nowshera, but have received no answer as yet.

Dera Ismail Khan Mission School.

26. Dera Ismail Khan Mission School was inspected in February, by Mr. Hutton, who made the following remarks in the log book :—

"Examined the Dera Ismail Khan Mission School under the management of the Revd. R. Bruce. The names of 120 boys are borne on the register of the Main School, and the average daily attendance is 103. There are also two Branch Schools, containing 95 boys. This institution enjoys a Government Grant of Rs. 200, per mensem. The total expenditure for the month of January 1867 amounted to Rs. 613; including Rs. 250, the salary of the Revd. Manager. About Rs 25, are levied in School fees. The classification and studies in the main School are almost the same as those of our Zillah Schools. The highest class is the II, containing 4 boys. They were just commencing the subjects for the Entrance Examination for 1867. They read and explained a passage from Marshman's History of India very fairly, and appeared well up in Etymology and Grammar. They also translated a passage from 'Punjab Sing' into English to my satisfaction. They could work sums in Vulgar Fractions, Decimals, and Practice with tolerable accuracy and had a fair knowledge of the Geography of Europe and Asia. They know the First Book of Euclid, and a little Algebra. One boy has a very good chance of passing the Entrance Examination this year. The IV, V, and VI classes, are also making tolerable progress in English. Dictation has been somewhat neglected, as the spelling of these classes was very inferior. In Persian they are making satisfactory progress. Considering that this School was only established three years ago, I think that very favourable progress has been made. Much, however, is due to the good management of Mr. Bruce, who attends School daily for 5 hours, and spends 4 hours in tuition. He is assisted by the Revd. Mr. Brodie, who has lately joined the Mission. There is also a large staff of Native teachers."

There are two Branch Schools, which received a reward of Rs. 100 under Article XIV, and which promise to become feeders to the Mission School.

Notice of Deputy Inspector.

27. I have not seen the Deputy Inspector, Moulvi Suffeeoolah, but I understand that that his efficiency is much impaired by bad health. Should this continue, I fear that it will be necessary to discharge him.

Notice of Chief School Mohurrirs.

28. There have been some changes among the Chief School Mohurrirs during the year. Abdool Hukeem has been transferred to Peshawur where his family has influence; and Moulvi Sadoola, formerly a teacher in the Peshawur District, has been appointed to the vacancy in Dera Ismail Khan, where his knowledge of Pushtoo is likely to be useful. Raja Ram of Moozuffurgurh is highly spoken of. Alla Bux of Bunnoo has not altogether given satisfaction. The Chief School Mohurrir of Dera Gazee Khan was dismissed, and Natun Dass appointed in his place.

Preparation of Pushtoo Books.

29. Two Elementary Pushtoo books were published last year. Since then an arithmetic and reader have been lithographed at the Jail Press Peshawur; but they have not yet been issued. A Grammar is ready for the Press, but owing to sickness among the prisoners no copies have yet been struck off. In the Inspector's Reports, I find that the boys have commenced Pushtoo in several Schools; but it is not said whether the study is popular. Probably it would be premature to express any opinion.

Indigenous Schools.

30. The Indigenous Schools which offered themselves for examination were nearly all simply 'Quran' Schools; but at Peshawur Mr. Hutton saw one fair Persian School. Some Arabic Schools on the Frontier have a reputation, but it is likely enough that only religious education is valued here.

Recommendations for Honorary Certificates.

31. I have forwarded separately a list of native gentlemen, whose names I find favorably mentioned in the District Reports.

Report on Bengal Military Normal School.

Copy of letter No. 195, dated 16th July 1867, from Director of Public Instruction, Punjab, to Military Secretary to Government, Punjab.

I have the honor to submit in original for the consideration and orders of Government No. 57, dated 8th July 1867, from Captain Dunn, Superintendent of Army Schools, reporting upon the Bengal Military Normal School at Kussowlie for 1866-67.

2. There seems no good reason why this report should not have been submitted at an earlier date, although Captain Dunn was on an inspection tour; for any information he might require to enable him to compile it could have been very easily and speedily procured from Kussowlie, especially as he has an assistant there in addition to the Head Mistress of the School.

3. The report shews an average attendance as usual of about 10 students during the year, four have been appointed Army School Mistresses, and one more is ready for such an appointment. Two have left at their own request, having been found intellectually unequal to the work required of them. Out of six new students received during the year, one died. The conduct of the students and their diligence in study are favorably mentioned.

4. The management of the School by Mrs. Vice, the Head Mistress continues to be most successful, and though she has lost [illegible] ellent assistant in Mrs. Stapley, she seems to have been fortunate in obtaining an experienced [illegible] reasons a[illegible] as Miss Parson, for her successor. The practical training of the Normal Students at the La[illegible] Fr. M. Lawren[illegible]m is satisfactorily conducted as usual by Mr. and Mrs. Mellor.
(letter No. 10, [illegible])

5. Arrangements are at last being made for the early completion of the building, long ago sanctioned for the accommodation of the Normal Students, while learning the practical part of their profession in the Asylum Girls' School.

6. In paras. 10 and 11, Captain Dunn again refers to the very small inducement offered to a candidate to become a Regimental School Mistress, owing to the very low salary of that post, which I may add is actually less than that an uneducated woman can easily obtain in domestic service, and he recommends apparently that the Supreme Government should be moved by the Honorable the Lieutenant Governor, to grant at once the increase of salary sanctioned for School Mistresses by Despatch No. 276, dated 25th July 1863, from Her Majesty's Secretary of State to His Excellency the Governor General in Council. I beg that the Supreme Government's attention may at any rate be invited to this question of adequate remuneration to Regimental School Mistresses, as on its early and satisfactory settlement must greatly depend the prospects of the Institution now under review.

Copy of No. 57, dated 8th July 1867, from Superintendent Army Schools, to Director of Public Instruction, Punjab.

I have the honor to submit for the information of the Punjab Government, my Annual Report of the Bengal Military Normal School for the year 1866-67. In consequence of my absence from my office on inspection duty till 30th ultimo, I have been unable to furnish it earlier.

Mrs. Richmond, to 27th Regt.	
*" Wilson, to 90th " "	
*" McCoy, to 82nd " "	
" Deekis, (late Miss Walker) Royal Artillery Ferozepore.	

2. At the close of the official year, 1865-66, there were ten students under instruction. Of these four have been appointed to Schools as per margin, and one Mrs. Aves, has completed the course, and will be sent to a School at the close of the hot season.

3. Six fresh admissions were made during the year 1866-67, but two students left at their own request, and one I regret to say died shortly after joining, so that 9 remain in the Institution at the close of the official year. There are two passed candidates who are expected to arrive immediately (*a*), and applications have been received from four other candidates. (*b*)

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a. Since arrived. *b.* Since passed and awaiting opportunity to join.

4. Mrs. Vice reports the conduct of the students to have been satisfactory, and considers that they have been persevering in their studies.

5. On the occasion of the last examination of students held in December, while the general result was satisfactory, I was obliged to record my opinion that two who had been in training for more than twelve months had made such slight progress, that unless very considerable improvement should be made during the next term I could hold out no hope of their eventually qualifying themselves as School Mistresses. Their deficiency was not I believe the result of want of application, but arose from natural incapacity for learning the subjects required, in one instance accompanied by delicate health. These students are the ones above referred to as having since withdrawn from the School.

6. As anticipated in my last report, Mrs. Stapley, the Assistant Mistress resigned her appointment in October, but her place has been filled by Miss Parson, a lady of considerable experience in teaching, who has given Mrs. Vice satisfaction in the performance of her duties.

7. Of Mrs. Vice, the Head Mistress herself, I have only to express my opinion, that she continues to merit the entire confidence of Government.

8. I have had little opportunity of seeing the students, while under t[illegible] of Mrs. and Mr. Mellor at Sanawur, but have every reason to believe that this portion of the training i[illegible] he tota[illegible]ted.

9. With reference to the 6th para. of my last report, a site has be[illegible] quarters for the [illegible] the salt. [illegible] and stu[illegible] clearance [illegible]est class is t[illegible] the accommodation of the students while practising at Sanawur, and the ground for which [illegible] is required, is in course of preparation.

10. On the occurrence of the dismissal of a student for misconduct referred to in my last report, Government decided on abolishing the system of exacting pecuniary penalties from students dismissed for misconduct, or leaving before the completion of the course without sufficient reason. As some compensation for the withdrawal of this hold upon the students, the payment of the half bonus amounting to Rs. 40, which was previously granted at the expiration of the period of probation (two months after arrival), has been postponed till the completion of the whole course. Still ground exists for apprehension arising from the locality of the Normal School in the hills, and the liberal provision made by Government for its residents, that the Institution may be made a temporary convenience of by parties, who have no earnest desire or intention of ultimately qualifying themselves for the appointment of Army School Mistresses. *

11. This difficulty will be removed when the remuneration attached to the post of School Mistress shall itself form a sufficient inducement to candidates to persevere, and when dismissal from the Institution or failure to obtain the situation sought shall form the penalty most to be dreaded. In this view I cannot avoid again drawing prominent attention to the fact, that an increase to the salaries of School Mistresses which was recommended by the Supreme Government in 1861, (*a*) and sanctioned by the Secretary of State in 1863, (*b*) still remains in abeyance. This question I beg to submit was originally in no way connected with, nor does it by any necessity form an integral part of the general scheme for amalgamating the British and Indian School establishments, which has been for so long under consideration, and if Government would be pleased to give effect to the increased remuneration which has been sanctioned by the Secretary of State, the greatest obstacle to the progress of the Normal School would be removed.

12. I regret to say that one of the School Mistresses appointed last year has failed to give satisfaction, and has been removed from her appointment. Permission was given to employ her in another and smaller School, but for the present I have not thought it desirable to avail myself of such permission.

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* Two withdrawals have taken place since the period to which this report refers, one of a student on probation, the other of one approaching the completion of the term of study. In neither case is the withdrawal attributable to any cause connected with the Institution itself, and they may fairly be ascribed to the small inducement which the post of Regimental School Mistress offers, compared with the amount of study to be undergone, and the remuneration which can easily be obtained in private service, without such exertion.

a. Government Letter No. 300, dated 16th November 1861. *b.* Letter 276, India Office, 25th July 1863, to His Excellency the Rt. Hon. the Governor General in Council.

Report on Roman Catholic Institutions.

Copy of No. 369, dated 29th June 1867, from the Revd. Fr. Sebastian, Superintendent Roman Catholic Institutions at Simla, to the Director of Public Instruction, Punjab.

I have the honor to lay before you the Annual Report of the Roman Catholic Institutions at Simla for the year 1866-67, viz. from 1st April 1866 to 31st March 1867, for the information of Government.

2. The receipts of this year amount (as you will see from the appended extract), to the sum of Rs. 13,871-11-0. The expenses amount to the sum of Rs. 14,570-3-0. Thus the excess of the expenses of this year over the receipts is Rs. 698-8-0; to which added Rs. 193-15-0 and Rs. 611-3-2 of the two previous years respectively, the balance against the Institutions for 3 years is Rs. 1,503-10-2.

3. Of the total amount of Rs. 6,000 granted by Government in aid towards the Simla Institutions, the sum of Rs. 1,000 was drawn from the 1st December 1866 up to the 31st March 1867, by the Principal of Mussoorie College, in behalf of the Male section of the Simla Institutions, which with the consent of the Punjab Government was removed there on the 1st December 1866.

4. The reasons and circumstances under which the removal of the boys was effected were stated by the very Revd. Fr. M. Angelo, Pro. Vicar Apostolic of Hindostan, to the Secretary to the Punjab Government in his letter No. 10, dated 14th November 1866; copy of which was forwarded to your address by me on the 16th May last, No. 245.

5. The purposes (*a*) for which grant has been made by Government to the Simla Institutions are five in number, and are as follows:—1, that the children are "well used and cared for:" 2, "properly fed:" 3, "clothed:" 4, "put up:" 5, "educated." Now, that these purposes have been attained in the last twelve months—as well as in the previous years—the following statement will show":—

Extract from Account Books of 'St. Francis Asylum' at Simla for the year 1866-67.

Expenses.	Rs.	A.	P.	Rs.	A.	P.	Receipts.	Rs.	A.	P.	Rs.	A.	P.
By two Masters up to 30th June,	100	..	...				Government Grant-in-aid,	5,000	..	..			
" Establishment, ...	2,053	8	.				Children's allowances, ...	5,957	11	..			
" Dieting, ...	7,062	11	10				Fees, ...	1,478		.			
" Clothing and bedding, ...	1,766						Offerings, ...	996	.				
" Medicines, ...	151	.	.				Nuns' and children's work,	400		.			
" Repairs, .	114	..	...				Sale of a Horse, ...	40	.	.	13,871	11	...
" Contingencies, ...	423	3	6				Total Rs., ...	...	.	.	13,871	11	...
" Sundries, ...	1,282	13	..				Balance against, ...	.	...	...	698	8	..
" Removal of the boys to Mussoorie,	647	11	6								14,570	3	...
" School prizes, books, stationery, &c.,	358												
" Balance of last year's account,	611	3	2	14,570	3	.							
Total Rs., ...	...	..		14,570	3								

a. See Government Letter No. 507, dated Simla 26th September 1864, to Adjutant General.

6. The building of a large and spacious house for the girls at Chota Chelsea was commenced about the 15th of October 1866, and by no small efforts and sacrifices I trust that about two-thirds of it will be brought to completion, and fitted up to accommodate conveniently 100 girls at least in a couple of months more. But, when the whole building is finished, it will be capable of receiving no less than 200 children, with a large area of ground on the west of the house, to serve as a play ground.

7. The narrowness of the ground at Chota Chelsea has necessitated the removal of the boys to the Mussoorie Hills. But this measure (which sooner or later was to be taken), whilst it affords greater advantages to the Mission for the education of the boys, has left a larger and better site than Elysium, to provide room for the accommodation of the girls.

8. With regard to other points essential to the good treatment of the children, as food, raiment, cleanliness, &c, &c, I need not expatiate much. The system pursued in the general arrangement and interior management of the Institutions (see the two previous reports of 1865-66, under the head "Treatment") has undergone no alteration, except on those few points, which according to advices offered by Government Inspectors and visitors, required improvement. Besides the periodical Reports of the members of the Local Committee, on the whole almost always satisfactory, and the high figures of the expenses met in the aforesaid management will say more in its favor than I myself could say.

9. The health of the children has generally been very satisfactory, excepting perhaps 11 or 12 boys affected last year with goitre. Dampness during the rainy season, and "want of ventilation," (according to the opinion of a Medical Committee), were the cause of the disease. But those causes were soon removed through proper care and treatment. It is to be greatly regretted that Government should have refused, on more than one occasion, that free bestowal of medicines to these poor children of British soldiers, which they are allowed when in the Barracks. Periodical visits of a Medical Doctor, or at least, of an Apothecary would also be necessarily required. The Institutions however possessing no resources beyond the scanty allowance of the children, and the small grant made by Government, must do without such visits and go on in the best way they can.

10. Owing to the narrowness of the houses both at Chota Chelsea and Elysium, the number of children reported last year by me as well as by the Inspector of Schools, was not increased. Nay, it was rather allowed to fall off, by the refusal of other admissions to fill up the places left vacant. Thus the number of the boys in my last report was 45; but on the 1st of December—day of their departure for Mussoorie—was 40. That of the girls was 50, but it is now 47.

11. Of the 45 boys as reported last year, 4 were removed by their parents, and 1 got a situation in the Medical Department. Of the 50 girls, 3 have been married; and 9 removed by their parents or guardians. In all 12 girls taken from the number of last year.

12. The margin left in the wards by those 12 girls was filled up by the admission of 8 girls only. More admissions having been deferred until the completion of the present new building.

13. The average age of these 47 girls actually in the Institutions is from 4 to 18 years. Out of this number 28 receive from Government an allowance of Rs. 10 per mensem, 9 receive only Rs. 2-8, and 6 receive no allowance whatever, children whose parents give small fees are only 4 in number.

14. I should now report on the progress, or otherwise, of the children with regard to their schooling and general knowledge. But, as the Inspector of Schools has no doubt, given you a detailed account of the result of his examination, so I need not dwell on this point. Besides he is naturally considered a more impartial and better judge in this respect than I myself should or could be.

Copy of No. 74, dated 28th June 1867, from Captain W. R. M. Holroyd, Inspector of Schools Amballah Circle, to the Director of Public Instruction, Punjab.

I have the honor to report that I visited the Roman Catholic Orphanage at Chota Chilsea yesterday the 27th June 1867.

2. The Institution contains 47 girls and there are four classes, not including those children who are quite beginners.

3. The 1st class contains six girls, of whom however three are considerably more advanced than the others. They are well up in the compound rules of arithmetic and reduction. They read very well, and their dictation was creditable. They have been learning the Geography of England and Ireland by heart, and can answer questions out of the book readily. They have not a good general knowledge of Geography. They have read through the history of England, and showed some knowledge of the subject. The first three girls can parse in a creditable manner, the others tolerably.

4. The second class contains 8 girls, of whom 6 were present. Their reading was good and their dictation creditable, and parsing tolerable. They can do sums in the compound rules readily, when they have once taken them down correctly; but they all failed to write 1,060, 672 correctly. They have read the history of England with the girls of the 1st class, but have not committed it to memory. Neither the girls of this class could explain the map of the world.

5. The 3rd class contains 8 girls, of whom 7 were present. Their reading was very creditable; they can do easy sums in compound addition readily. Three of them wrote correctly a high number, such as that which had puzzled the girls of the 2nd class. The dictation of five was creditable, and of two indifferent.

6. The fourth class contains 10 girls, who were all present. Their reading was creditable. Spelling very good. In Arithmetic they are commencing addition.

7. The other children are, as I have mentioned above, quite beginners.

Copy of letter No. 217, dated 23rd July 1867, from the Director of Public Instruction, Punjab, to the Secretary to Government Punjab, Military Department.

I have the honor to submit as usual for the consideration of Government, the original correspondence noted in the margin, containing the Annual Report for 1866-67, on the Roman Catholic Institutions at Simla by the Superintendent, the Revd. Father Sebastian, and the report of the Annual Examination of the Girls' School by Captain Holroyd, Inspector of Schools Amballah Circle.

No. 74 dated 28th June 1867, from Inspector of Schools, to Director Public Instruction Punjab.
No. 369 dated 29th Idem, from the Revd. Superintendent R. C. Institution Simla, to Director Public Instruction, Punjab.

2. The Superintendent's Annual Report notices the removal of all the boys from Simla to Mussoorie at the close of December 1866, as reported to Government at the time; so that now we have only a Roman Catholic Female Orphanage left at Simla. The girls have been moved from the Elysium Hill to the premises formerly occupied by the boys at Chota Chelsea. The number of boys had fallen from 45 to 40 at the time they left Simla, and the number of girls is now 47 instead of 50 as before. Every reasonable endeavour therefore seems to have been made to prevent the over-crowding complained of formerly by some official visitors, and the early completion of the new buildings will, it is hoped, prevent any recurrence of sickness like that of the goitre, which affected 11 or 12 boys during the last rainy season, owing to the dampness of the old buildings they were occupying. On the whole, though the health of the children is represented as good, and the Superintendent appears to have done all that was possible—with the scant funds at his command—to secure the well being of the children.

3. The Inspector's Report of his Examination of the 4 classes into which the girls are divided in school, shows that they are enjoying very fair educational advantages, and are making good use of them.

Copy of a letter No. 197, dated 12th August 1867, from the Secretary to Government, Punjab, Military Department, to the Secretary to the Government of India, Military Department.

* *No. 217, dated 23rd July 1867, from Director of Public Instruction. No. 369, dated 29th June 1867, from Superintendent of Roman Catholic Orphanage. No. 74, dated 28th June 1867, from Inspector of Schools.*

I am desired by the Honorable the Lieutenant Governor, to forward for submission to His Excellency the Viceroy, copies of documents marginally * noted, being reports on the Roman Catholic Orphanage at Simla for the year 1866-67.

2. As the Government is aware the Institution at Simla now consits only of the female section, the male orphans having been removed to Mussoorie on the 1st December 1866. At the close of 1865-66, there were 45 boys, out of this number 4 were withdrawn by their parents, 1 was admitted to the Sub-medical Department, and 40 were despatched to Mussoorie.

3. At the end of the previous year there were in all 50 girls, of this number 3 were married during the past year, 9 were removed by their parents or guardians; there were 8 fresh admissions during the year, so that the number at the close of 1866-67, was 47. Further admissions have been deferred owing to the want of suitable accommodation, and to guard against the evil of over-crowding, but when the new building is completed which was commenced on the new side at Chota Chelsea in October 1866, it is anticipated that the Institution will be capable of receiving 200 children; the Superintendent expects to have sufficient accommodation for at least 100 in a few months.

4. By reference to the statement of Receipts and Expenditure, it appears that while the income was rupees 13,871-11-0, the outlay has been rupees 14,570-3-0 thus showing a deficit of rupees 698-8-0. There was also excess expenditure of rupees 193-15-0 in 1864-65, and of 611-3-2 in 1865-66, making a total excess of rupees 1,503-10-2. This His Honor remarks, is much to be regretted; but it is presumed that the managers are making efforts to put matters on a better footing in this respect.

5. The health of the children seems to have been generally good, with exception to 11 or 12 cases of goitre amongst the boys, attributed to dampness during the rains, and want of proper ventilation; the necessary steps for removing the causes of the disease were however promptly taken.

6. The Superintendent of the Institution in para. 9 of his report, refers to the refusal by Government to grant medicines to the children at the expense of the State. The records of this Office do not show any correspondence on this subject; but enquiry will be made, and if it should appear to the Lieutenant Governor expedient to refer the question to Government, a separate communication will be made to you on the subject.

7. From the report of Captain Holroyd, the Inspector of Schools, it appears that the girls are making fair progress in education; though they do not appear to have advanced far in a general knowledge of geography.

8. In conclusion, His Honor observes that the managers appear to have paid due attention to the remarks and suggestions of the Visiting Officers, and that the condition of the Institution for girls, which alone remains at Simla, seems satisfactory.

Copy of a letter No. 404, dated 23rd August 1867, from the Secretary to the Government of India, Military Department, to the Secretary to Government Punjab, Military Department.

I am directed to acknowledge your letter No. of 197, of the 12th Instant, submitting copy of the Annual Reports for 1866-67, of the state of the Roman Catholic Orphanage at Simla, and to convey to you for the information of the Honorable the Lieutenant Governor of the Punjab, an expression of the satisfaction of the Right Honorable the Governor General in Council at the improving state of the Institution.

STATEMENTS.

Statement shewing the number of Pupils studying in each class of

	Names of Schools.	No. of Pupils in each class at the close of 1865-66.										Total.	No. of Pupils admitted during 1866-67.										Total.
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	
1	Delhi, ...	27	22	[illegible]	36	45	76	67	74	248	644	1,265	45	52	39	51	82	112	137	179	204	549	1,450
2	Rewaree, ...	4	7	6	8	7	18	18	12	51	298	429	...	...	...	1	1	1	...	29	14	286	332
3	Sirsa, ...	...	...	5	3	4	7	8	8	27	170	232	...	...	...	...	...	3	...	1	2	124	130
4	Jugadhree, ...	...	...	...	...	6	7	10	17	29	386	455	...	...	...	...	...	...	2	2	2	218	224
5	Kurnal, ...	...	...	2	8	11	...	14	15	20	196	266	...	...	...	...	2	1	4	7	3	189	206
6	Rohtuk, ...	...	...	4	7	8	8	13	12	54	239	345	...	2	11	13	20	13	10	33	14	25	141
7	Bhewani, ...	...	...	...	...	...	2	3	3	13	500	521	...	...	...	...	7	4	12	16	21	120	180
8	Jhujjur, ...	...	...	...	2	13	5	7	17	22	192	258	...	...	...	...	1	...	1	...	8	87	97
	Total, ...	31	29	43	64	94	123	140	158	464	2,625	3,771	45	54	50	65	113	134	166	267	268	1,598	2,760
1	Lahore, ...	17	12	10	12	21	12	27	33	122	429	695	3	6	3	8	14	19	34	69	133	721	1,010
2	Umritsur, ...	11	6	11	19	21	18	50	36	111	701	984	1	3	4	8	6	9	20	38	80	923	1,092
3	Mooltan, ...	4	..	11	...	...	15	14	13	19	141	217	...	...	7	4	19	6	7	7	13	212	275
4	Hooshiarpore...	...	...	11	...	11	9	...	9	29	266	335	...	...	2	...	...	1	1	5	15	255	279
5	Battala, ...	...	...	...	11	...	10	9	14	27	194	265	...	...	...	2	...	2	1	3	2	226	236
6	Noorpore, ...	...	..	...	...	...	10	10	9	56	133	218	...	...	...	...	3	1	...	11	19	163	197
7	Ferozepore, ...	...	7	6	...	..	7	8	9	44	188	269	...	...	2	...	2	4	...	11	36	252	307
8	Rahoon, ...	...	...	...	...	...	11	15	28	49	102	205	...	...	...	...	9	15	19	14	33	243	333
	Total, ...	32	25	49	42	53	92	133	151	457	2,154	3,188	4	9	18	22	53	57	82	158	331	2,995	3,729
1	Goojerat, ...	11	...	9	...	11	...	19	22	33	175	280	...	...	2	1	1	1	1	6	9	139	160
2	Goojranwalla...	5	6	...	7	...	7	10	19	10	129	193	...	...	3	2	1	3	2	4	6	59	80
3	Sealkote ...	...	...	...	7	...	12	7	9	11	40	86	...	...	...	2	...	3	5	4	3	52	69
4	Bhera, ...	...	...	...	...	...	9	4	9	13	115	150	...	...	...	...	2	1	1	2	11	66	83
5	Jhung, ...	8	...	6	5	...	15	6	21	...	107	168	...	...	...	...	...	...	2	...	...	59	61
	Total, ...	24	6	15	19	11	43	46	80	67	566	877	...	...	5	5	4	8	11	16	29	375	453
1	Peshawur, ...	...	...	...	3	...	...	...	14	18	116	151	...	...	...	3	6	...	15	5	23	153	205
2	Dera G. Khan,	...	...	...	9	10	...	9	10	22	133	193	...	...	...	1	...	1	2	1	...	156	161
3	Abbottabad, ...	...	...	...	...	...	6	...	9	11	56	82	...	...	...	...	1	...	1	4	12	[illegible]	64
	Total, ...	...	...	...	12	10	6	9	33	51	305	426	...	...	...	4	7	1	18	10	35	[illegible]	430
	Grand Total,	87	60	107	137	168	264	328	422	1,039	5,650	8,262	49	63	73	96	177	200	277	451	663	[illegible]	7,372

Zillah Schools at the beginning of, and at the close of, 1866-67.

No of Pupils withdrawn during 1866-67											No of Pupils at the close of 1866-67										
1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class	7th Class	8th Class	9th Class	10th Class	Total	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class	7th Class	8th Class	9th Class	10th Class	Total
41	46	36	50	66	105	124	160	260	568	1,456	31	28	29	37	61	83	80	99	194	623	1,259
4	4		2	3	3	7	12	47	252	334	1	6	6	6	7	8	11	29	38	312	427
		1	1	3	6	7	20	38	193	269			5			10	5	12	13	18	93
			1	2	3	6	8	6	164	190				4	4	8	8	21	39	105	189
		2	2	7		7	12	16	198	244			6	6	7	4	8	23	13	161	228
		10	14	15	21	13	17	11	19	150		2	5	6	11		10	22	39	241	336
				1	2	7	11	24	527	575					6	4	8	5	10	93	126
			1	5	4	3	3	5	76	97				5	11	7	17	8	21	186	258
45	50	49	71	102	144	174	246	437	1,997	3,315	35	36	51	61	107	121	147	213	370	2,069	3,816
18	4	2	8	16	8	39	79	174	719	1,067	11	10	13	19	12	27	36	31	102	371	638
10	3	5	9	12	14	22	38	136	705	951	7	7	10	23	17	21	33	63	109	832	1,122
4		10		2	10	8	10	17	252	313	.		8	4	17	11	13	10	15	101	179
		3	3	1	6	1	9	13	246	282	..	8		11		8	11	15	13	266	332
		5	3	1	3	5	5	15	206	243	...		8	9	10	8	9	10	46	158	258
				3	4	3	10	35	121	176				5	10	5	7	22	32	158	239
6	7	2	1	3	5		10	36	219	319				6	7		11	13	26	191	257
				1	12	16	21	25	93	171					8	14	18	18	57	252	367
38	14	27	24	39	62	91	185	151	2,591	3,523	21	25	39	77	81	91	138	185	100	2,332	3,392
8		3	6	2	3	4	12	10	125	173	11		9		14	9	10	21	36	157	267
6		5		2	6	7	10	1	26	63	4		9		13		18	6	13	117	2[illegible]
			4	2	6	6	13	7	10	78				5		13	5	11		10	77
	.				2	2	4	12	73	93					11		11	9	12	97	140
5				.	2	3	3	2	44	59	1	9	7		6	7	9	7	10	111	170
19	.	8	10	6	19	22	42	32	308	466	16	9	25	5	41	29	53	57	71	555	864
			5	6	1	11	14	26	161	224				1			11	17	32	68	132
		6	4	1		6	1	13	66	97			2	6	.	9	9	11	18	202	257
			2		2	4	3	9	65	85				3			2	11	16	29	61
		6	11	7	3	21	18	48	292	406			2	10	.	9	25	39	66	299	450
102	64	90	116	154	228	311	491	968	5,188	7,712	72	70	117	156	232	256	363	494	907	5,255	7,922

Statement shewing the Teachers employed in Town and Village Schools at the close

	District	TEACHERS EMPLOYED AT THE CLOSE OF 1866-67								
		3 5 Rs p m	6—7 Rs p m	8—10 Rs p m	11—12 Rs p m	13—15 Rs p m	16—20 Rs p m	21—25 Rs p m	26—30 Rs p m	Total.
1	Delhi, ..	34	21	12		9	3			79
2	Goorgaon,	32	28	16		9	1	1	2	89
3	Kurnal,	27	26	9		4	.	2		68
4	Hissar,	6	10	9	2	4		1		32
5	Rohtuk,	31	14	4		7	3	...		59
6	Sirsa,	5	6	1		1	1	1		18
7	Umballa, ..	41	31	12	7	4	3	1	1	100
8	Loodhiana,	27	25	16	4	1	4	1	1	79
9	Simla, ...					3				3
		203	161	82	13	42	15	7	4	527
1	Jullundur,	50	19	14		4	3		.	90
2	Hooshiarpore,	54	34	21	8	3	4		.	124
3	Kangra,	25	19	11	1	4		2		62
4	Umritsur,	79	38	14		3	1	..	.	135
5	Goordaspore,	70	34	16		13	..	1	.	134
6	Lahore,	38	17	9	1	2	1	1		69
7	Ferozepore,	21	25	13	2		2	1		64
8	Mooltan,									
9	Montgomery,	14	10	4		4	1			33
		351	196	102	12	33	12	5		711
1	Rawul Pindee,	36	14	7	...	2	1		...	60
2	Jhelum, ...	40	17	10	.	4	.	1	..	72
3	Goojerat, ...					.	.		.	
4	Shahpore, .	20	12	12	3	2	2	2	...	53
5	Goojranwalla,	61	20	13	.	1	2		...	97
6	Sealkote, ..	47	27	10		2				86
7	Jhung,	10	17	4		3	..	1	.	35
		214	107	56	3	14	5	4		403
1	Peshawur,	11	17	11		4	1	.	...	44
2	Huzara,				.	1		1		2
3	Kohat, ...	2	2	3		1		1	..	9
4	Dera Ismail Khan,	14	25	6		3				48
5	Dera Ghazi Khan,	15	9	8		3	1			36
6	Bunnoo, .	8	18	5	..		1	2	...	34
7	Mozuffurgurh, .	20	11	3	1	2			1	38
		70	82	36	1	14	3	4	1	211
	Grand Total.	838	546	276	29	103	35	20	5	1,852

of 1866-67, the salaries drawn by them, and distinguishing the Trained from the Untrained.

Teachers trained at Normal Schools who have obtained certificates of qualification, or have failed.								Teachers under instruction at Normal Schools and those who have not yet been sent there.			
3rd Grade village.	2nd Grade village.	1st Grade village.	3rd Grade town.	2nd Grade town.	1st Grade town.	Teachers who failed to qualify for any certificate.	Total.	Studying at Normal Schools.	Not yet sent to Normal Schools.	Total.	
10	13	12	...	3	2	6	46	9	24	33	
5	7	18	7	4	...	10	51	16	22	38	
8	16	6	1	1	2	15	49	2	17	19	
2	2	3	1	1	...	5	14	3	15	18	
11	6	15	2	2	1	7	44	8	7	15	
...	3	...	...	1	* 1	...	5	3	10	13	
21	19	22	2	4	1	6	75	8	17	25	
7	15	18	2	...	2	10	54	5	20	25	
1	...	...	...	...	...	1	2	...	1	1	
65	81	94	15	16	9	60	340	54	133	187	
14	10	7	14	8	...	12	65	8	17	25	
11	8	20	38	12	...	10	99	19	6	25	
11	8	8	12	1	1	5	46	1	15	16	
36	12	22	25	6	..	7	108	7	20	27	
42	20	18	26	4	1	13	124	5	5	10	
17	7	10	11	...	1	8	54	2	13	15	
7	2	10	1	2	...	10	32	5	27	32	
...	...	...	...	...	...	...	...	...	...	...	Ver. Statt. returned to the Depy. Comr. for correction.
4	5	2	4	1	..	7	23	4	6	10	
142	72	97	131	34	3	72	551	51	109	160	
8	8	5	4	3	...	6	34	4	22	26	
4	7	10	11	5	...	10	47	5	20	25	
...	...	...	...	...	...	...	...	...	...	...	Ditto ditto.
6	9	7	9	...	2	6	39	1	13	14	
11	14	8	18	5	2	6	64	6	27	33	
15	9	7	12	14	...	11	68	5	13	18	
4	3	3	4	...	1	7	22	2	11	13	
48	50	40	58	27	5	46	274	23	106	129	
6	3	...	2	...	...	6	17	8	19	27	
...	...	...	...	...	...	...	...	...	2	2	
1	...	...	1	...	...	1	3	...	6	6	
6	7	3	4	...	...	11	31	6	11	17	
1	4	5	3	...	...	8	21	4	11	15	
* 9	2	3	...	2	...	3	19	4	11	15	* Including 2 who under the new system obtained certificates of 4th grade.
6	4	4	2	1	...	12	29	5	4	9	
29	20	15	12	3	...	41	120	27	64	91	
284	223	246	216	80	17	219	1,285	155	412	567	

Statement shewing the scholars, whether Government or Private, who have passed

position, salary,

	Name.	School.	Year.	
1	Mr. H. H. Clark, ...	(Teacher) Lahore Zillah School,	1860	Tutor to Raja of Mundee, on 500 per mensem.
1	Mr. J. C. Beddy, ...	(Ditto) Ditto. ...	1831	Head Master Zillah School Lahore, on 400 per mensem.
2	Boota Mull, ...	Amritsur Zillah School, ..	"	Translator Commr's. Office Amritsur, on 90 do.
3	Boota Mull, ...	Ditto, ...	"	Head Master Zillah School, Ferozepore, on 80 do.
4	Gopal Dass, ..	Ditto, ...	"	Serishtadar to Commissioner Lahore, on 120 do.
5	Birj Lall, ...	Lahore Mission School, ...	"	Private Clerk to a Pleader, on 60 do.
1	Fakeer Syed Jumaludin, ...	Lahore Zillah School, ...	1862	Naib Meer Moonshee, Govt. Secretariat, on 200 do.
2	Sanjhi Mull, ...	Ditto,	"	Librarian Lahore College on 50, and continuing his studies in the College,
3	Pundit Chunder Bul, ...	Ditto,	"	Unemployed at present, but worked for a year or so in the Punjab Government Secretariat.
4	Purtab Sing, ...	Amritsur Ditto, ...	"	Head Master Rahoon Zillah School, on 80 per mensem.
5	Piyara Lall, ...	Delhi Ditto, ...	"	English Teacher Goorgaon Aided School, on 25 do.
6	Sheo Prashad, ...	Ditto, ...	"	Head Master Kurnal Zillah School, on 80 do.
7	Bharon Prashad, ...	Ditto, ...	"	Student in the Government College, Delhi.
8	Ram Surn Dass, ...	Lahore Mission School, ...	"	Teacher in the Lahore Mission School, on 30 per mensem.
9	Hira Lall, ...	Amritsur Ditto. ...	"	Do. in Agra Mission School, on 80 do.
1	Sohun Lall, ...	Delhi Zillah School, ...	1863	Tutor to Raja of Chakaree, on 100 do.
2	Radha Kishen, ...	Ditto, ...	"	English Teacher Private School Ambala, on 40 do.
3	Mukhun Lall, ..	Ditto, ...	"	Translator Mirzapore, on 35 do.
4	Basee Lall, ...	Ditto, ...	"	Student in the Government College, Delhi.
5	Buldoo Sahoy, ..	Ditto, ...	"	English Teacher Delhi Zillah School, on 35.
6	Soodhee Hokum Sing, ..	Lahore Zillah School, ...	"	3rd Clerk and Translator Deputy Commr.'s Office Jullundur, on 75 per mensem.
7	Babee Prashad, .	Ditto, ...	"	Private Tutor to son of Sirdar Jhunda Sing Bootalia, on 40 per mensem.
8	Ram Chund, ..	Ditto, ...	"	Tutor to young Raja of Koler, on 100 per mensem.
9	Pundit Jai Nath,	Ditto, ...	"	Clerk in Accountant General's Office on 40 do.
10	Pundit Piyara Lall, ...	Ditto, ...	"	Student in the Lahore Government College.
11	Bunsee Dhur, ..	Amritsur Zillah School, ...	"	Clerk in Accountant General's Office, on 90 per mensem.
12	Goopee Nath, .	Ditto, ...	"	Ditto ditto on 60 do.
13	Ram Kishen,	Ditto, ..	"	Ditto ditto on 40 do.
14	Gopal Dass, ..	Ditto, .	"	Executive Engineer's Office Amritsur on 50 do.
15	Deewan Chund,	Lahore Mission School, ...	"	Teacher in Rawul Pindi Mission School on 55 do.
16	Soolukhun Mull, .	Ditto, .	"	Student in the Mission College, Lahore.
17	Jacob Basten, ..	Ditto, ..	"	Ditto ditto,
18	Thakoor Dass,	Ditto, ..	"	Ditto ditto,
19	Hur Kishen, ...	Ditto, .	"	Ditto ditto,
20	Prem Nath,	Ditto, ...	"	Translator Financial Commissioner's Office, on 40 p. m.
21	George Lewis, ...	Jullundur Mission School, ...	"	Student in the Mission College, Lahore.
22	Alfred Watson, ..	Ditto, ...	"	Ditto ditto.
23	Pundit Bishumber Nath,	Teacher Lahore Mission School,	"	Clerk to Cantonment Magistrate Mooltan, on 50 do.
24	Sree Ram, ...	St. Stephen's College Delhi,	"	Student in the Government College, Delhi.
25	Ramjus Rai, ...	Ditto, ..	"	Ditto ditto.
1	Pundit Prem Nath, .	Lahore Zillah School, ..	1864	Mounted Sergeant of Police, on 31 per mensem.
2	Pundit Birj Nath,	Ditto, .	"	Head Master Government School Allygurh, on 50 p. m.
3	Mohomed Lutcef, ...	Ditto, ...	"	Editor *Punjabee* Newspaper.
4	Gunga Ram,	Ditto, ...	"	Student in the Government College Lahore.
5	Pundit Dwarka Nath, .	Ditto, ...	"	Ditto ditto.
6	Wahabuddin,	Ditto, ...	"	Teacher Amritsur Zillah School on 70 per mensem.
7	Chousuk Ram,	Amritsur Zillah School, ...	"	Clerk Inspector of Schools Office, on 50 do.
8	Dhunnee Ram,	Ditto, ...	"	Teacher in Amritsur Zillah School, on 45 do.
9	Mehr Chund (Mohomed Jameel,)	Ditto, ...	"	Chief Engineer's Office Lahore on 30 do.
10	Modho Narain, .	Delhi Zillah School, ...	"	English Teacher Simla Zillah School, on 50 do.
11	Daya Naran,	Ditto, ...	"	Left on account of sickness.
12	Sooruj Bul,	Ditto, ...	"	Left.
13	Innautul Rahman,	Ditto, ...	"	Student in the Delhi Government College.
14	Deena Nath,	Lahore Mission School, ...	"	Student in the Mission College Lahore.
15	Eshur Prshad, ..	Ditto, ...	"	Head Master University School Lahore, on 45 per mensem.
16	Juggun Nath, ..	Ditto, ...	"	Clerk, Accountant General's Office, on 40 do.
17	Baboo Goluk Nath, .	Ditto, ...	"	Student in the Lahore Mission College.
18	Pundit Ram Narain, .	Ditto, .	"	Ditto Lahore Government College.
19	Pundit Beharee Lal,	St. Stephen's, College Delhi,	"	Was Deputy Inspector of Schools at Patna, now resigned.
20	Jumna Dass, ..	Ditto, ...	"	Student Government College Delhi.
21	Hidautullah, .	Ditto, ...	"	Teacher St. Stephen's College.

the Entrance Examination, Calcutta University from the first, together with their or income.

	Name	School	Year	
22	Hurdial Sing,	St Stephen's College, Delhi,	1864	Teacher St Stephen's College
23	Yousf Ali,	Ditto,	"	Student in the Government College Delhi.
24	Nizamuddin,	Jullundur Mission School,	"	Student in the Lahore Mission College
25	Mahomed Husan,	Ditto,	"	Ditto ditto
26	Sookh Dial,	Amritsur, Ditto,	"	Clerk in Accountant General's Office, on 30 per mensem.
27	Fazullah,	Ditto,	"	Teacher in Kapoorthalla
28	Goordit Sing,	Ditto,	"	Teacher in Amritsur Mission School.
29	Mukhun Lall,	Teacher,	"	Teacher in Agra Mission School, on 50 per mensem
30	Sukhdeo Sing,	Ditto,	"	Teacher Zillah School Kurnal, on 40 do
31	Gookul Chund,	Ditto,	"	Teacher Zillah School Jugadhree, on 35 do.
1	Chundoo Lall,	Delhi Zillah School,	1865	English Teacher Dusna, Zillah Meerutt, on 25 do.
2	Jankee Dass,	Ditto,	"	Student in the Government College Delhi
3	Luchmun Dass,	Ditto,	"	Ditto
4	Nuthoo Mull,	Ditto,	"	English Teacher Fareedabad School, on 30.
5	Nasir Ali,	Ditto,	"	Ditto Arab Serai " on 30.
6	Nund Kishore,	Ditto,	"	Student in the Government College Delhi
7	Sheo Dial,	Ditto,	"	Ditto
8	Sheo Nath,	Ditto,	"	Ditto
9	Wazeer Sing,	Ditto,	"	English Teacher Bijnoor, now resigned
10	H Robinson,	Lahore Zillah School,	"	Clerk Accountant General's Office
11	Bishen Sing	Amritsur Ditto,	"	Unemployed dismissed from the Educational Department.
12	Khooda Bux,	Ditto,	"	Teacher in the Ferozepore Zillah School, on 45 p m
13	Kunhaiya Lall,	Ditto,	"	Translator Deputy Commr's Office, Amritsur, 45 do
14	Bhagat Singh,	Goojrat Zillah School,	"	Head Master Aided School Jhelum, on 60 do
15	Jai Kishen,	Lahore Mission School,	"	Student in the Government College Lahore
16	Rulha Ram,	Amritsur Mission School,	"	Teacher in Amritsur Mission School, on 40 per mensem.
17	Sundhi,	Ditto,	"	Student in the Mission College Lahore
18	Mozuffur Ally,	Jullundur Mission School,	"	Ditto ditto
19	Balmokund,	Loodhiana Mission School,	"	2nd Master University School Lahore, on 25 per mensem
20	Hurree Ram,	Ditto,	"	
21	Bhola Nath	Delhi St Stephen's College,	"	English Teacher Mohiba School, on 45 per mensem.
22	Dabee Prashad,	Ditto,	"	Ditto Jhansee, on 40 per mensem
23	T E Birch,	Teacher Lahore Zillah School,	"	Teacher in Lahore Government School, on 80 per mensem.
1	Khetur Chunder,	Delhi Zillah School,	1866	Student in the Government College Delhi.
2	Hookum Chund,	Ditto,	"	Ditto
3	Kasree Singh,	Ditto,	"	Ditto
4	Toolsee Ram,	Ditto,	"	Ditto
5	Bashashur Nath,	Ditto,	"	Ditto
6	Valli Mahomed,	Ditto,	"	Left
7	Ram Kishen,	St Stephen's College Delhi,	"	Student in the Delhi Government College
8	Wajid Ali,	Lahore Zillah School,	"	Student in the Government College, Lahore
9	Ameer Singh,	Ditto,	"	Ditto ditto
10	W A Harris,	Ditto,	"	Ditto ditto
11	Bhugwan Dass,	Ditto,	"	At Kupoorthulla
12	Balmokund	Amritsur Ditto,	"	Student in Lahore Government College
13	Hurree Chund,	Ditto,	"	Teacher in Kupoorthulla, on 60 per mensem
14	Mohun Lall,	Ditto,	"	Pleader in Small Cause Court Amritsur
15	Ram Sarun,	Ditto,	"	Student in Government College Lahore
16	Deeda Ram,	Mooltan Zillah Shool,	"	2nd Master Dera Ghazee Khan Zillah School, on 25 p m
17	Notan Dass,	Ditto,	"	Unemployed, recommended for chief Moburrirship of Dera Ghazee Khan District
18	Vasoo Ram,	Ditto,	"	Serving as an apprentice in the Mooltan Treasury.
19	Abdool Rahim,	Lahore Mission School,	"	Student in Mission College, Lahore
20	Sewa Sing,	Amritsur Ditto,	"	Sub Overseer on 25 per mensem
21	Afzal Khan,	Goojrat Zillah School,	"	Student in Lahore Government College
22	Mr Slater,	Bishop's School at Jutogh,	"	Student in Bishop's School Jutogh

Statement shewing the number of Pupils studying in each class of

	Name of District.	No. of Pupils in each class at the close of 1865-66.									No. of Pupils Admitted during 1866-67.								
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class	8th Class.	Total.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.
1	Amballa, ...	...	7	29	93	174	500	449	1,136	2,388	...	2	19	36	104	186	185	1,329	1,861
2	Loodhiana, ...	..	8	76	75	254	352	342	888	1,995	2	9	23	53	67	119	140	982	1,395
3	Simla, ...	...	..	...	1	6	25	17	68	117	...	..	...	5	10	15	5	34	69
4	Delhi, ...	...	..	5	19	42	143	365	936	1,510	...	...	...	1	16	20	20	720	777
5	Goorgaon, ...	..	...	1	15	59	130	382	2,334	2,921	...	..	1	8	23	70	105	834	1,041
6	Kurnal, ...	...	2	15	41	101	170	249	640	1,218	...	...	2	4	14	51	56	645	772
7	Hissar, ...	..	3	8	13	28	31	79	323	485	...	..	...	...	8	45	19	415	487
8	Rohtuk, ...	...	...	7	16	65	157	160	711	1,116	...	3	5	22	47	94	243	925	1,339
9	Sirsa, ...	...	...	...	...	7	39	104	325	475	...	..	...	7	6	15	6	204	238
	Total, ...	...	20	141	273	736	1,547	2,147	7,361	12,225	2	14	50	136	295	615	779	60,88	7,979
1	Jullundur, ...	...	...	8	55	181	416	560	1,226	2,446	...	...	10	27	65	87	115	924	1,228
2	Hooshiarpore,	...	...	5	55	244	617	628	1,670	3,219	...	...	...	14	65	142	147	2,958	3,326
3	Kangra, ...	..	..	..	6	32	100	387	1,335	1,860	...	...	...	5	17	44	124	711	901
4	Umritsur, ...	..	...	40	164	428	870	987	2,581	5,070	...	..	4	23	39	106	129	1,314	1,615
5	Goordaspore,	..	2	35	67	339	728	1,083	2,376	4,630	3	10	7	70	294	822	610	1,053	2,869
6	Lahore, ...	...	...	6	40	135	376	367	657	1,581	...	...	...	...	7	42	219	612	880
7	Ferozepore, ...	...	2	8	54	118	278	256	988	1,704	...	..	5	10	16	64	158	688	941
8	Mooltan, ...	..	1	9	23	67	252	253	496	1,101	...	...	4	19	46	102	83	500	754
9	Montgomery,	...	...	5	14	72	156	159	464	870	...	...	1	...	11	26	71	314	423
	Total, ...	..	5	116	478	1,616	3,793	4,080	11,793	22,481	3	10	41	168	550	1,435	1,656	9,074	12,937
1	Rawul Pindee,	..	...	13	22	93	326	428	1,295	2,177	...	..	8	21	52	186	248	1,022	1,537
2	Jhelum, ...	...	...	...	45	201	375	555	1,424	2,600	...	..	...	14	29	31	43	132	249
3	Goojerat, ...	...	3	15	46	166	305	409	1,460	2,404	...	..	...	8	12	133	124	1,216	1,493
4	Shahpoor, ...	...	2	8	17	71	216	343	1,023	1,680	...	...	...	...	31	62	106	392	591
5	Sealkote, ...	..	...	23	118	272	587	643	1,563	3,206	...	..	1	11	36	103	141	1,427	1,719
6	Goojranwalla,	2	1	33	81	270	509	496	997	2,389	...	...	...	14	24	93	119	914	1,164
7	Jhung, ...	..	...	3	21	53	118	156	545	896	...	...	4	14	30	99	137	507	800
	Total, ...	2	6	95	350	1,126	2,436	3,030	8,307	15,352	..	..	13	82	223	707	918	5,610	7,553
1	Dera I. Khan,	..	...	...	22	82	182	225	1,032	1,543	...	...	...	22	37	31	77	452	619
2	Dera G. Khan,	..	3	8	10	67	158	149	398	793	...	..	2	4	19	44	69	472	610
3	Bunnoo, ...	..	4	...	10	76	170	130	413	803	...	2	10	15	3	...	...	...	30
4	Peshawur, ...	...	...	...	3	50	198	251	415	917	...	...	...	...	23	104	97	349	573
5	Kohat, ...	...	...	...	6	23	18	31	42	120	...	...	...	7	18	20	15	78	138
6	Mozuffurgurh,	...	...	...	5	45	172	177	469	868	...	...	...	...	3	43	28	494	568
7	Hazara, ...	...	...	...	6	12	14	26	51	109	...	...	...	2	16	8	4	76	106
	Total, ...	..	7	8	62	355	912	989	2,820	5,153	..	2	12	50	119	250	290	1,921	2,644
	Grand Total,	2	38	360	1,163	3,833	8,688	10,846	30,281	55,211	5	26	116	436	1,187	3,007	3,643	22,693	31,118

Village Schools at the beginning of, and at the close of, 1866-67.

No. of Pupils withdrawn during 1865-66.									No. of Pupils at the close of 1866-67.								
1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total.
...	3	21	66	101	283	226	1,071	1,771	...	5	41	100	223	531	428	1,150	2,478
...	11	46	47	122	174	194	839	1,433	...	28	62	142	213	387	361	764	1,957
...	...	...	4	5	19	12	40	80	...	...	...	5	7	13	11	70	106
...	...	2	8	28	49	113	633	833	...	...	4	17	35	122	338	938	1,454
...	...	2	11	40	82	254	1,447	1,836	...	...	7	18	53	114	294	1,640	2,126
...	2	11	16	48	79	147	585	888	...	...	10	21	62	148	185	676	1,102
...	1	1	5	5	6	21	399	438	...	2	7	8	31	70	77	339	534
...	...	4	13	34	73	149	848	1,121	...	3	8	25	78	178	254	788	1,334
...	...	...	...	...	11	7	148	166	...	...	...	7	13	43	103	381	547
...	17	87	170	383	776	1,123	6,010	8,566	...	38	139	343	715	1,606	2,051	6,746	11,638
...	...	2	24	79	132	248	864	1,349	...	...	16	58	167	371	427	1,286	2,325
...	...	6	41	144	279	288	1,509	2,267	...	...	2	58	282	693	809	2,434	4,278
...	...	...	10	21	56	226	614	927	...	...	...	1	28	88	285	1,432	1,834
...	...	28	86	130	228	203	1,066	1,741	...	...	31	137	453	895	838	2,590	4,944
...	1	26	71	327	759	714	1,384	3,282	3	11	16	66	306	791	979	2,045	4,217
...	...	1	3	19	63	219	498	803	...	...	5	27	136	314	394	782	1,658
...	...	10	32	36	89	113	582	862	...	2	8	47	106	309	448	863	1,783
...	1	9	8	34	142	149	469	812	...	1	4	31	73	216	187	531	1,043
...	...	...	8	13	59	76	218	374	...	...	...	12	79	146	193	489	919
...	2	82	283	803	1,807	2,236	7,204	12,417	3	14	82	437	1,630	3,823	4,560	12,452	23,001
...	...	21	38	62	237	326	1,319	2,003	...	...	1	25	120	301	346	918	1,711
...	...	...	26	131	115	60	102	434	...	...	...	33	99	291	538	1,454	2,415
...	3	6	24	44	62	122	911	1,172	...	...	4	39	141	353	464	1,724	2,725
...	...	...	...	43	105	181	433	762	...	...	9	22	80	239	281	878	1,509
...	...	8	28	113	191	264	1,360	1,964	...	...	13	117	277	539	662	1,353	2,961
...	3	2	21	45	94	184	917	1,266	...	...	12	85	243	476	439	1,032	2,287
...	...	6	18	54	114	179	529	900	...	...	1	17	38	103	114	523	796
...	6	43	155	492	918	1,316	5,571	8,501	...	...	40	338	998	2,302	2,844	7,882	14,404
...	...	...	14	22	66	95	538	735	...	...	...	30	97	147	207	946	1,427
...	...	3	9	48	88	93	397	638	...	2	6	19	97	146	159	336	765
...	...	...	...	...	47	12	34	93	...	6	10	25	79	123	118	379	740
...	...	...	3	40	150	128	331	652	...	...	...	3	60	193	183	391	830
...	...	...	...	6	5	6	69	86	...	...	...	7	27	11	11	116	172
...	...	...	3	13	67	60	610	753	...	...	2	23	76	144	133	305	683
...	...	1	...	13	21	13	70	118	...	...	3	8	15	15	31	25	97
...	...	4	29	142	444	407	2,049	3,075	...	8	21	115	451	779	842	2,498	4,714
...	25	216	637	1,820	3,945	5,082	20,834	32,559	3	60	282	1,233	3,794	8,510	10,297	29,578	53,757

No. INSTITUTIONS FOR Government Colleges and Collegiate

1	2	3	4	5	6	7	8	9	9 A	9 B	9 C	10	11			12	
			Number of Pupils on the rolls at the close of the year.					Number of Pupils studying each language at the close of the year.					Rs				
Name of Institution.	Locality.	When Established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Arabic.	Urdu—Persian.	Latin.	Sanscrit.	Monthly rate of Schooling fee.	From Government.			Local rate of Assessment.	
Government College, ...	Delhi, ...	1st May 1864,	17	2	...	19	16	19	17	2	...	...	2 Rs.	19,314	6	4	...	...
Government College, ...	Lahore, ...	1st January 1864,	9	2	1	12	10	12	6	2	...	4	2 Rs.	18,244	1	2	...	...
		Total, ...	26	4	1	31	26	31	23	4	...	4	...	37,558	7	6	...	...

No. INSTITUTIONS FOR Government Schools of the

1	2	3	4	5	6	7	8	9	9 A	9 B	9 C	10	11			12	
			Number of Pupils on the rolls at the close of the year.					Number of Pupils studying each language at the close of the year.					Rs				
Name of Institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Hindee.	Monthly rate of Schooling fee.	From Government.			Local rate of Assessment.	
UMBALLA CIRCLE.																	
1 Delhi, ...	1st May 1859, ...	977	281	1	1,259	1,142	1,227	442	1,259	32		2 Annas to 2 Rupees.	14,595	10	4	1,223	8
2 Rewaree, ...	1st June 1857, ...	297	130	...	427	344	427	427	427	...			4,560	...	...	17	4
3 Simla, ...	1st March 1848, ...	75	18	...	93	82	81	45	81	12			3,435	...	...	...	...
4 Jugadhree. ...	1st June 1858, ...	456	27	6	489	384	489	84	489	...			4,095	...	...	279	11
5 Kurnal, ...	23rd Octr. 1856, ...	188	39	1	228	198	170	67	170	62			2,970	...	...	130	2
6 Rohtuk, ...	6th Decr. 1856, ...	205	128	3	336	258	241	183	300	36			4,170	...	...	205	14
7 Bhewanee, ...	24th Octr. 1857,	118	8	...	126	139	65	65	65	61			3,020	...	...	149	3
8 Jhujjur, ...	1st April 1859, ...	165	93	...	258	221	167	86	200	54			2,825	...	...	...	...
	Total, ...	2,481	724	11	3,216	2,768	2,867	1,399	2,991	257			39,670	10	4	2,005	12
LAHORE CIRCLE.																	
1 Lahore, ...	15th April 1860,	420	180	38	638	550	488	259	404	* 200			16,593	1	6	428	14
2 Umritsur, ...	19th May 1851, ...	802	147	173	1,122	953	643	207	643	453			13,113	...	...	397	7
3 Hooshiarpore, ...	27th Jany. 1848,	213	103	16	332	313	290	290	290	42			5,053	11	3	392	1
4 Mooltan, ...	16th July 1860,	156	17	6	179	150	129	130	179	...			6,341	15	...	580	12
5 Buttalla, ...	1st April 1857, ...	175	77	6	258	237	126	87	243	17			3,530	...	...	186	...
6 Noorpore, ...	1st Novr. 1864, ...	154	83	2	239	169	130	157	157	30			3,441	13	9	...	...
7 Ferozepore, ...	Augt. 1855, ...	171	71	15	257	238	145	63	158	100			2,884	8	9	88	...
8 Rahoon, ...	22nd June 1860,	279	85	3	367	305	276	286	286	120			2,038	8	...	120	...
	Total, ...	2,370	763	259	3,392	2,915	2,227	1,479	2,360	962			52,996	10	3	5,[illegible]193	3
R. PINDI CIRCLE.																	
1 Goojerat, ...	22nd June 1854, ...	155	84	28	267	229	239	106	188	75			6,574	4	...	[illegible]320	7
2 Goojranwala, ...	11th May 1860, ...	151	34	25	210	161	104	63	100	166			4,770	...	...	2[illegible]74	11
3 Bhera, ...	19th July 1854, ...	132	5	3	140	106	127	56	90	50			2,413	...	...	[illegible]57	8
4 Sealkote, ...	1st May 1861, ...	43	12	22	77	66	77	77	77	...			3,118	...	...	3[illegible]6	11
5 Jhung, ...	1st Septr. 1856, ...	144	23	3	170	135	170	56	170	...			3,774	3	...	1[illegible]8	9
	Total, ...	625	158	81	864	697	717	358	625	291			20,649	7	...	1,08[illegible]	6
FRONTIER CIRCLE.																	
1 D. G. Khan, ...	4th Novr. 1856, ...	179	76	2	257	188	100	207	207	50			3,318	8	...	[illegible]3	15
2 Abbottabad, ...	1st July 1861, ...	37	18	6	61	62	61	61	61	...			2,094	8	...	[illegible]22	2
3 Peshawur, ...	1st August 1865, ...	76	54	2	132	123	98	68	...	...			6,155	...	...	17[illegible]1	6
	Total, ...	292	148	10	450	373	259	336	268	50			11,568	...	...	23[illegible]	8
	Grand Total, ...	5,768	1,793	361	7,922	6,753	6,070	3,572	6,244	1,560			1,24,884	11	7	8,52[illegible]	15

* Of these 4 study Sanscrit, 44 Arabic, and 2 Latin.

I.
GENERAL EDUCATION.
Institutions for 1866-67.

13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.						CHARGES.					ANNUAL COST OF EDUCATING EACH PUPIL.	
Proceeds of endowment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
...	...	382	...	...	19,696 6 4	19,696 6 4	...	19,696 6 4	...	...	1,231 ... 4	1,207 2 4
...	...	214	...	...	18,458 1 2	18,458 1 2	...	18,458 1 2	...	...	1,845 12 9	1,824 6 5
...	...	596	...	...	38,154 7 6	38,154 7 6	...	38,154 7 6	...	...	1,467 7 8	1,444 9 ...

II.
GENERAL EDUCATION.
Higher Class for 1866-67.

13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.						CHARGES.					ANNUAL COST OF EDUCATING EACH PUPIL.	
Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
6,620 ...	...	3,340 4 ...	Nil.	...	25,849 7 ...	20,909 3 ...	4,940 4 ...	25,849 7 ...	Nil.	Nil.	22 10 2	12 12 6
...	264	235 8 ...		...	5,076 12 5	4,541 4 5	535 8 ...	5,076 12 5			14 12 1	13 2 3
...	...	107 3 ...		...	3,542 3 ...	3,135 ...	407 3 ...	3,542 3 ...			43 3 2	43 1 9
...	...	226 5 ...		...	4,601 ... 2	4,174 11 2	426 5 ...	4,601 ... 2			11 15 7	10 10 8
...	...	332 14 3		...	3,433 ... 9	2,802 14 3	630 2 6	3,433 ... 9			17 5 7	15 ... ...
...	...	352 9 ...		...	4,728 7 8	3,829 14 8	898 9 ...	4,728 7 8			18 5 9	16 2 7
...	...	74 6 ...		...	3,243 9 2	3,169 3 2	74 6 ...	3,243 9 2			23 5 4	21 11 8
...	...	178 13 ...		...	3,003 13 ...	2,325 ...	678 13 ...	3,003 13 ...			13 9 6	12 11 10
6,620 ...	264	4,847 14 3		...	53,478 5 2	44,887 2 8	8,591 2 6	53,478 5 2			19 5 2	14 10 6
500 ...	...	1,721 8 ...		...	18,743 8 ...	16,973 14 6	1,769 9 6	18,743 8 ...			34 1 3	30 2 8
...	...	1,680 1 ...		2,300	18,990 8 6	17,127 7 6	1,863 1 ...	18,990 8 6			19 14 10	13 12 1
...	300	455 1 6		...	6,200 14 4	5,377 1 7	823 12 9	6,200 14 4			19 13 ...	16 2 4
...	...	344 ... 9		...	9,266 11 9	8,766 9 ...	500 2 9	9,266 11 9			61 12 5	42 4 6
...	...	370 6 9		...	4,086 6 9	3,516	570 6 9	4,086 6 9			17 3 11	14 14 4
...	720	287 4 ...		...	4,449 1 9	3,890 4 ...	558 13 9	4,449 1 9			26 5 3	20 5 10
...	...	343 5 ...		1,200	4,515 13 9	3,501 8 9	1,014 5 ...	4,515 13 9			18 15 7	12 2 ...
...	262 8 ...	256 12 6		...	2,677 12 6	1,771 12 6	906	2,677 12 6			8 12 6	6 10 11
500 ...	1,282 8 ...	5,458 7 6		3,500	68,930 13 4	60,924 9 10	8,006 3 6	68,930 13 4			23 10 4	18 5 1
...	...	308 5 3		...	7,203 ... 7	6,841 11 4	361 5 3	7,203 ... 7			31 7 3	28 11 4
...	...	288 9 11		...	5,332 11 9	5,014 1 10	318 9 11	5,332 11 9			33 2 ...	29 10 ...
...	...	141 9 3		...	2,612 2 1	2,437 8 10	174 9 3	2,612 2 1			34 10 3	22 12 3
...	...	123 12 6		...	3,558 7 11	3,396 11 5	161 12 6	3,558 7 11			53 12 3	39 3 11
...	...	86 ... 4		...	3,978 12 6	3,562 12 2	416 ... 4	3,978 12 6			29 7 7	27 15 ..
...	...	948 5 3		...	22,685 2 10	21,252 13 7	1,432 5 3	22,685 2 10			32 8 9	29 10 ..
...	...	224 11 6		...	3,587 3 ...	3,147 7 6	439 11 6	3,587 3 ...			19 1 3	17 10 5
...	...	2 ... 5		...	2,118 11 1	1,597 2 8	521 8 5	2,118 11 1			34 2 9	33 12 6
...	...	154 6 6		...	6,480 12 8	5,526 6 2	954 6 6	6,480 12 8			52 8 5	50 ... 7
...	...	381 2 5		...	12,186 10 9	10,271 ... 4	1,915 10 5	12,186 10 9			32 10 9	31 ... 3
1,100 ...	1,546 8 ...	11,635 13 5		3,500	1,57,281 ... 1	1,37,335 10 5	19,945 5 8	1,57,281 ... 1			23 4 7	18 7 9

No.

INSTITUTIONS FOR

Government Schools of Middle

1	2	2A	3	4	5	6	7	8	9	9A	9B	9C	10
No. of Institution.	Districts.	Place.	When Established.	Number of Pupils on the rolls at the close of the year.				Average daily attendance.	Number of Pupils studying each language at the close of the year.				Monthly rate of Scholars' fee.
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.	
	AMBALLA	**CIRCLE.**											
1	Amballa, ...	Shahabad, ...	3rd Decr. 1856, ...	38	50	4	92	59	...	35	92	...	Nil.
2		Ladour, ...	.....	25	28	1	54	46	...	20	54	...	
3		Thaneysur, ...	.....	130	20	2	152	121	...	26	63	89	
4		Boorya, ...	.....	62	25	6	93	66	...	28	59	34	
5		Sadhowra, ...	26th June 1856, ...	103	70	5	178	139	...	61	106	72	
6		Munee Majra, ...	.....	46	18	8	72	71	...	26	72	...	
7		Muzenda, ...	.....	89	28	29	146	84	...	38	67	79	
8		Khurror, ...	.....	23	25	5	53	61	...	22	53	...	
9		Rooper, ...	.....	214	24	12	250	205	...	82	93	157	
10		Baully, ...	.....	6	53	...	59	55	...	41	59	...	
			Total, ...	736	341	72	1,149	907	...	379	718	431	
11	Loodhiana, ...	Jugraon, ...	22nd June 1856,	175	41	2	218	217	35	84	218	...	
12		Raikote, ...	.....	135	40	10	185	175	...	48	185	...	
13		Goojerwal, ...	.....	24	6	33	63	54	...	26	63	.	
14		Raipoor, ...	.....	22	11	32	65	41	...	29	65	..	
15		Wahurroo, ...	.....	59	3	3	65	57	...	31	65	...	
16		Khunnah, ...	.....	27	16	17	60	56	...	23	60	...	
			Total, ...	442	117	97	656	600	35	241	656	...	
17	Delhi, ...	Nujufgurh, ...	1st Decr. 1857, ...	98	14	...	112	90	...	24	48	70	
18		Arab Serai, ...	4th March 1858, ...	54	38	...	92	61	57	58	92	...	
19		Bullubgurh, ...	28th Sept. 1859,	79	21	...	100	81	...	15	54	70	
20		Fureedabad, ...	.....	80	13	...	93	79	33	25	59	31	
21		Mehrowlee, ..	.....	38	42	1	81	45	...	20	28	33	
22		Soonput, ..	28th Novr. 1856,...	51	17	...	68	60	28	23	68	...	
			Total, ...	400	145	1	546	416	118	165	349	204	
23	Goorgaon, ...	Goorgaon, ...	.....	77	12	...	89	63	78	42	72	17	
24		Sohna, ..	1st Feby. 1858, ...	65	54	...	119	86	53	38	119	...	
25		Furrukhnagar, ...	.....	56	30	...	86	83	36	40	80	6	
26		Ferozepoor, ...	1st Feby. 1858, ...	57	52	...	109	97	47	45	101	8	
27		Pulwul, ...	.....	227	51	...	278	254	30	63	147	131	
28		Noh, ..	.....	34	16	...	50	42	27	23	32	18	
			Total, ...	516	215	...	731	625	271	251	551	180	
29	Kurnal, ...	Kaithul, ..	6th June 1856, ...	254	68	6	328	244	83	60	216	145	
30		Poondai, ...	.....	88	32	...	120	100	...	40	120	...	
31		Paniput, ...	.....	79	55	...	134	104	47	16	92	26	
			Total,	421	155	6	582	448	130	116	428	171	

III.

GENERAL EDUCATION.

Class (Town Schools) for 1866-67.

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts								Charges					Annual cost of educating each pupil.	
From Government	Local rate of assessment.	Proceeds of endowment	Sub-scriptions donations &c	Fees, fines, &c	Sale of Books	Other Sources	Total	Current.	Extraordinary	Total	Excess of receipts over charges	Excess of charges over receipts	Total cost.	Cost to Government.
313	164 11 10			16 10			494 5 10	452 11 10	41 10	494 5 10			8 6 1	5 4 11
15	168 3 10			8 5			191 8 10	168 3 10	23 5	191 8 10			4 2 7	5 3
15	502 12 10			13 1			530 13 10	502 12 10	28 1	530 13 10			4 6 2	1 1
324 10 2				12 3			336 13 2	309 10 2	27 3	336 13 2			5 1 8	4 1 10
385	199 1			25 12			609 13	559 1	50 12	609 13			4 6 2	3 7 10
8	328 3 1			3 14			340 1 1	328 3 1	11 14	340 1 1			4 2 8	1 10
15	222 6			9 9			246 9 6	222 6	24 9	246 9 6			2 13 10	2 11
234 5 8	.			2 14			237 3 8	222 5 8	14 14	237 3 8			3 14 3	3 13 2
380	319 9 8			31 4			730 13 8	679 9 8	51 4	730 13 8			3 6 1	1 13 8
171 11 2				3			174 11 2	146 11 2	28	174 11 2			3 2 10	3 1 11
1 861 11	1,904 10 9			126 8			3,892 13 9	3 591 5 9	301 8	3 892 13 9			4 4 8	2 11 1
415	305 9 3			167 1			887 10 3	665 9 3	222 1	887 10 3			4 1 5	1 14 7
395	91			69 5			555 5	441	114 5	555 5			3 2 9	2 4 2
10	201			16 4			227 4	201	26 4	227 4			4 3 4	2 11
215 8				3			218 8	190 8	28	218 8			5 5 3	5 4 1
196	7 8			10 13			214 5	193 8	20 13	214 5			3 12 2	3 7 2
	144 6			18 10			163	144 6	18 10	163			2 14 5	.
1 231 8	749 7 3			285 1			2,266 3	1,835 15 3	430 1	2 266 3			3 12 5	2 1
429 11 3	147 8			20 7			597 10 3	501 9	96 1 3	597 10 3			6 7 9	4 12 5
57	626 1			9 13			693 1	624 6	68 11	693 1			11 5 10	15 .
383 5 6	105 6			9 10			498 5 6	460 11	37 10 6	498 5 6			6 2 5	4 11 9
64 13 3	531 14 3			12 12			609 7 6	531 14 3	77 9 3	609 7 6			7 9 5	13 2
3 14 6	336 12						340 10 6	336 8	4 2 6	340 10 6			7 9 4	1 5
360	46 5 9			8			414 5 9	399 2 9	15 3	414 5 9			6 14 6	6
1 298 12 6	1 794 2			60 10			3,153 8 6	2 854 3	299 5 6	3 153 8 6			7 9 8	3 1 11
374 10	329 11 11						704 5 11	689 11 11	14 10	704 5 11			11 2 11	5 15 2
21 3	312 4 10			2 12			336 3 10	312 4 10	23 15	336 3 10			3 14 7	3 11
44 13	383 13			1 3			429 13	383 13	46	429 13			5 2 10	8 8
463 4	241 5			14 4			718 13	601 5	117 8	718 13			7 6 7	4 12 5
412 4	483 11			7 8			902 12 11	843 11	59 12	902 12 11			3 8 11	1 10 4
282 2 6				4			286 2 6	272 11	13 7 6	286 2 6			6 13	6 11 6
1 598 4 6	1 750 3 8			29 11			3 378 3 2	3 102 14 8	275 4 6	3,378 3 2			5 6 6	2 8 11
395 1 3	550 9 3			54 4			999 14 6	896 9 3	103 5 3	999 14 6			4 1 7	1 9 11
31 2	348 9			7 6			387 1	343 9	43 8	387 1			3 14	5
412 6	523 8			18 9			954 1 6	894 11	59 6 6	954 1 6			9	3 15 ...
838 3 9	1 422 10 3			80 3			2,341 1	2,134 13 3	206 3 9	2,341 1			5 3 7	1 13 11
		Nil	Nil		Nil	Nil					Nil	Nil.		

No.

1	2	2 A	3	4	5	6	7	8	9	9 A	9 B	9 C	10
No. of Institution	Districts	Place	When Established	Number of Pupils on the rolls at the close of the year				Average daily attendance	Number of Pupils studying each language at the close of the year				Monthly rate of Tuition Fee.
				Hindoos	Mahomedans	Others	Total		English.	Persian	Urdu.	Nagri	
	AMBALLA	**CIRCLE.**—*Contd.*											
32	Hissar,	Hissar,	27th July 1859,	65	22		87	66	36	16	46	41	
33		Hansi,	Jany 1857,	59	13		72	58	40	6	41	31	
			Total,	124	35		159	124	76	22	87	72	
34	Rohtuk,	Mehm,		51	25	1	77	71		30	49	28	
35		Gohana,	25th Jany 1860,	107	20		127	93	53	35	82	68	
36		Bahadoorgurh,	21st July 1857,	83	29		112	89	45	17	48	74	
			Total,	241	74	1	316	253	98	82	179	170	
37	Sirsa,	Sirsa,	1st Sept 1859,	75	10		85	64		2	39	46	
		TOTAL AMBALLA CIRCLE,		2,955	1,092	177	1,224	3,137	728	1,258	3,007	1,271	
	LAHORE	**CIRCLE.**											
1	Jullundur,	Kurtarpoor,		89	18	11	118	102	45	40	118		
2		Nawashahr,	11th Octr 1856,	98	4		102	98	67	30	76	31	
3		Bungah,	1st Novr 1862,	64	14	21	99	84	51	54	99		
4		Nakodar,	7th Novr 1856,	160	21	1	182	151	32	54	111	113	
5		Phillour,	10th May 1856,	49	24	1	74	73		36	74		
			Total,	460	81	34	575	508	195	214	478	144	
6	Hoosheiarpoor,	Hussianah,	15th April 1853,	99	26	3	128	121	27	41	112	88	
7		Doosooha,	1st May 1852,	76	79	12	167	96	29	25	91	31	
8		Ormaran,	26th Sept 1857,	35	33		68	68	21	27	68		
9		Gurshunkur,	1st Decr 1853,	50	55	5	110	92		37	110		
10		Onah,	2nd July 1852,	121	7	33	161	124	27	38	93	74	
11		Tandah,		42	42	4	88	69	25	41	88		
			Total,	423	242	57	722	568	129	209	562	193	
12	Kangra,	Jowala Mookhee,	11th April 1856,	83	10		93	75		22	53	41	
13		Soojanpoor,	15th Do,	150	19	1	170	139		28	95	75	
			Total,	233	29	1	263	214		50	148	116	
14	Amritsur,	Varowall,	11th March 1858,	45	13	16	74	66		40	74		
15	Goordaspoor,	Kalanour,	1st June 1857,	25	76	1	102	84		30	102		
16		Dera Nanuk,	17th June 1857,	63	2	2	67	76	40	32	67		
17		Deenanugur,	8th May 1856,	46	38		84	70		38	84		
18		Kangroor,		91	16	6	113	108		53	113		
			Total,	225	132	9	366	338	40	153	366		
19	Lahore,	Kussoor,	15th April 1856,	41	25	12	78	66	56	18	78		
20		Putti,	1st Novr 1862,	36	42	4	82	72		18	82		
21		Chooneean,	25th May 1856,	56	21	23	100	70	33	24	100		
22		Shurukpoor,	17th Ditto,	24	28	4	56	51	23	21	56		
23		Bughwanpoor,	1st Novr 1862,	12	47	3	62	57	20	29	62		
			Total,	169	163	46	378	316	132	110	378		

III.—*Continued.*

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.								Charges.					Annual cost of educating each pupil.	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
376 6 6	153 14 4			31 9			561 13 10	518 14 4	47 15 6	561 13 10			8 8 3	5 11 2
417 1 9	360 14 8			23 9			801 9 5	720 5 8	81 3 9	801 9 5			7 3 1	13 13 2
793 8 3	514 18			55 2			1,363 7 3	1,234 4	129 3 3	1,363 7 3			10 7 10	6 6 5
397 6	81 1 9			16 4			494 6 3	437 1 9	57 4 6	494 6 3			6 15 5	5 9 6
407 6 8	90 14 3			12 11			510 15 6	450 14 3	60 1 3	510 15 6			5 7 11	4 6 1
379 12 9	255 8 7			11 10 6			646 15 10	539 8 7	107 7 3	646 15 10			7 4 4	4 4 3
1,184 3 6	427 8 7			10 9 6			1,652 5 7	1,427 8 7	224 13	1,652 5 7			4 10 11	6 8 6
395 15 3	127			9 6			532 5 3	487	45 5 3	532 5 3			8 5 1	6 3 .
9,202 2 9	8,690 7 6			687 2 6			18,579 12 9	16,668 6	1,911 12 3	18,579 12 9			5 4 4	2 10 10
222 3				21 5			243 8	222 3	21 5	243 8			2 6 4	2 2 11
402	324			41 14			767 14	684	83 14	767 14			7 13 4	4 1 8
17	363 12			57 8			438 4	363 12	74 8	438 4			5 3 6	3 3
372	121 12			9 9			503 5	481 12	21 9	503 5			3 5 4	2 7 5
315	30 12			43 4			389	322 4	66 12	389			5 5 3	4 5 .
1,328 3	840 4	Nil.	Nil.	173 8	Nil.	Nil.	2,341 15	2,073 15	268	2,341 15	Nil.	Nil.	2 10 3	2 9 10
389 3	168 12 10			52 11			610 13 10	528 12 10	82 1	610 13 10			5 9	3 3 6
304 7 6	222 12			46 15			574 2 6	523 7	50 11 6	574 2 6			5 15 8	3 2 9
10 10 6	291 1 4			34 4			335 15 10	291 4 4	44 11 6	335 15 10			4 15 1	. 2 6
374 1	76 14 8			34 7			485 6 8	436 14 8	48 8	485 6 8			5 4 5	4 1 1
379 6	119 15 6			46 8			545 13 6	480 1 6	65 12	545 13 6			4 7 7	3 1 9
11 6 3	256 12			33 6			301 8 3	256 12	44 12 3	301 8 3			4 5 11	2 8
1,469 2 3	1,136 4 4			248 6			2,853 12 7	2,517 4 4	336 8 3	2,853 12 7			3 4 3	2 9 5
288	216			6 15			510 15	501	6 15	510 15			6 13	3 13 5
376 6	228			2 4			606 4 6	604 6	2 4	606 4 6			4 5 9	2 11 3
664 6	444			9 3			1,117 3 6	1,108 6	9 3	1,117 3 6			5 3 6	3 1 8
288	84			24 8			396 8	372	24 8	396 8			6 1 11	4 5 6
19 8 6	336			12 12			368 4 6	336	32 4 6	368 4 6			4 6 3	3 9
384 15 5	180			18 12			583 11 5	540 5	43 11	583 11 5			7 10 11	5 1 1
26 1 10	348			12 14			386 15 10	348	38 15 10	386 15 10			5 8 5	6 .
276	.			8 4			284 4	276	8 4	284 4			2 10 1	2 8 11
706 9 9	864			52 10			1,623 3 9	1,500	123 3 4	1,623 3 9			4 12 10	2 1 5
360	31			19 2			410 2	391	19 2	410 2			6 8 5	5 7 3
	313			3 7			316 7	343	3 7	346 7			4 13	.. .
360	102 11 11			5 6			468 1 11	462 11 11	5 6	468 1 11			6 11	5 2 3
360	12			5 6			377 6	372	5 6	377 6			7 6 3	7 11
288				4			292	288	4	292			5 2 ..	5 10
1,368	488 11 11			37 5			1,894 11	1,856 11 11	37 5	1,894 11			5 15 11	4 3 5

No.

1	2	2 A	3	4	5	6	7	8	9	9 A	9 B	9 C	10
No. of Institution.	Districts.	Place.	When Established.	Number of Pupils on the rolls at the close of the year.				Average daily attendance.	Number of Pupils studying each language at the close of the year.				Monthly rate of Schooling fee.
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.	
	LAHORE CIRCLE.—*Contd.*												
24	Ferozepoor, ...	Zeera, ...	1st June 1856, ...	60	20	2	82	69	...	32	82	...	
25		Dhurumkote, ...	...	61	41	16	118	98	...	38	118	...	
26		Moga, ...	22nd June 1856,...	20	19	36	75	64	...	44	75	...	
			Total, ...	141	80	54	275	231	...	114	275	..	
27	Mooltan, ...	Bahadoorpoor, ...	.....	13	38	...	51	47	...	36	51	...	
28	Montgomery, ...	Kote Kamalia, ...	.....	98	5	5	108	86	...	26	108	25	
29		Sayudwalla, ...	10th June 1856, ...	55	7	17	79	67	39	28	70	...	
			Total, ...	153	12	22	187	153	39	54	187	25	
		TOTAL LAHORE CIRCLE,		1,862	790	239	2,891	2,441	535	980	2,519	478	
	RAWUL PINDI CIRCLE.												
1	Rawul Pindee, ...	Pindi Gheb, ...	.....	77	14	13	104	97	...	37	104	...	
2		Kulur, ...	1st August 1853,	40	22	22	84	69	...	25	84	...	
			Total, ...	117	36	35	188	166	...	62	188	...	
3	Jhelum, ...	Rohtas, ...	18th August 1854,	25	53	5	83	74	...	83	83	...	
4		Chukowal, ...	1st Feby. 1857, ...	62	13	16	91	84	...	91	91	...	
			Total, ...	87	66	21	174	158	...	174	174		
5	Goojrat, ...	Koonjah, ...	15th July 1854, ...	39	24	14	77	75	...	30	77	...	
6		Dingah, ...	22nd „ 1856, ...	54	13	15	82	64	...	27	82	...	
			Total, ...	93	37	29	159	139	...	57	159	...	
7	Sealkote, ...	Duska, ...	1st June 1856, ...	42	24	9	75	56	40	21	75	...	
8		Pusroor, ...	20th July 1856, ...	37	34	5	76	65	20	21	76	..	
9		Zufferwal, ...	6th August 1854,	63	59	15	137	136	39	54	137	...	
			Total, ...	142	117	29	288	257	99	96	288	...	
10	Goojranwalla, ...	Goojranwalla, ...	.....	35	49	16	100	86	...	36	100	..	
11		Haffizabad, ...	14th June 1856, ...	106	7	10	123	100	...	38	123	...	
12		Pindi Buhttian, ...	.....	29	28	2	59	54	...	21	59	..	
			Total, ...	170	84	28	282	240	...	95	282	.	
13	Jhung, ...	Mogyana, ...	6th June 1856, ...	73	26	1	100	88	58	40	100	...	
14		Chooniat, ...	.....	38	37	5	80	77	...	21	80	...	
			Total, ...	111	63	6	180	165	58	61	180	...	
		TOTAL R. PINDI CIRCLE,...		720	403	148	1,271	1,125	157	545	1,271	...	
	FRONTIER CIRCLE.												
1	Moozuffergurh, ...	Kote Odoo, ...	1st Sept. 1856, ...	90	22	...	112	106	.	55	57	..	
2	Dera Ghazee Khan,...	Jampoor, ...	1st Octr. 1856, ...	75	25	...	100	75	...	29	100	..	
		TOTAL FRONTIER CIRCLE,		165	47	...	212	181	...	84	157	....	
37 + 29 + 14 + 2 = 82.			GRAND TOTAL,	5,702	2,332	564	8,598	7,184	1,420	2,867	6,954	1,752	

II.—*Concluded.*

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Receipts.								Charges.					Annual cost of educating each Pupil.	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
402	171			7 14			580 11	531	49 14	580 14			8 8 2	5 13 3
45	444			6 7			495 7	444	51 7	495 7			5 11	7 4
382	24			7 7			413 7	384	29 7	413 7			6 7 4	5 15 6
829	639			21 12			1,489 12	1,359	130 12	1,489 12			12 5	13 12
150	...			4 14			154 14	150	4 14	154 14			3 4 6	3 3 1
375	12			... 11			387 11	372	15 11	387 11			4 8 2	4 5 9
326	36			8 3			370 3	334	36 3	370 3			5 8 5	4 13 10
701	48			8 14			757 14	706	51 14	757 14			4 15 3	4 9 4
7,503 15 6	4,544 4 3			581			12,629 3 9	11,643 2	986 3 7	12,629 3 9			5 1 5	3 1 2
306 7 9	168			7			481 7 9	456	25 7 9	481 7 9			4 15 5	3 7 2
271 14	...			6			277 14	264	13 14	277 14			4 5	3 15
578 5 9	168			13			759 5 9	720	39 5 9	759 5 9			4 9 2	3 7 9
299 2 9	87			6			392 2 9	375	17 2 9	392 2 9			4 14 10	4 8 5
391 14 3	205 12 10	Nil.	Nil.	27 15	Nil.	Nil.	625 10 1	565 12 10	59 13 3	625 10 1	Nil.	Nil.	7 7 2	4 10 8
691 1	292 12 10			33 15			1,017 12 10	940 12 10	77	1,017 12 10			6 7	4 6 10
300 1	126 3 2			17 2			443 6 2	414 3 2	29 3	443 6 2			5 14 7	4
249 14 1	...			24			273 14 1	240 2 1	33 12	273 14 1			4 4 6	3 14 6
549 15 1	126 3 2			41 2			717 4 3	654 5 3	62 15	717 4 3			5 2 7	3 15 4
250 2 6	...			17 9			267 11 6	185 3	82 11 3	267 11 6			4 12 5	4 7 6
281 7 6	...			9 11			291 2 6	226	65 2 6	291 2 6			4 7 8	4 5 3
383 2	208 5 4			50 14			642 5 4	519 5 4	123	642 5 4			4 11 7	2 13
914 12	208 5 4			78 2			1,201 3 4	930 5 7	270 13 9	1,201 3 4			4 10 9	3 8 11
304 5 9	327 13			18 15			651 1 9	615 13	35 4 9	651 1 9			7 9 2	3 8 8
375 10 9	48			32 3			455 13 9	396	59 13 9	455 13 9			4 8 11	3 12 1
9 12 3	253			10 7			273 3 3	253	20 3 3	273 3 3			5 11	2 10
689 12 9	628 13			61 9			1,380 2 9	1,264 13	115 5 9	1,380 2 9			5 12	2 14
353 4 10	180 10 1			7 9			541 7 11	518 14 5	22 9 6	541 7 11			6 2 5	4 3
297 1 6	11 9 10			4 9			313 4 4	293 1 10	20 2 6	313 4 4			4 1 1	3 13 9
650 6 4	192 3 11			12 2			854 12 3	812 3	42 12	854 12 3			5 2 11	3 15 1
074 4 11	1,616 6 3			239 14			5,930 9 2	5,322 4 11	608 4 3	5,930 9 2			5 4 4	3 9 11
398 6	226			3			627 6	589	38 6	627 6			5 14 8	3 12
387 10	48			...			435 10	408	27 10	435 10			5 12 11	5 2 8
786	274			3			1,063	997	66	1,063			11 11 7	8 14 8
566 7 2	15,125 2			1,511 6			38,202 9 8	34,630 5 7	3,572 4 1	38,202 9 8			5 5 1	3

No.
INSTITUTIONS FOR
Government Schools of the

1	2	3	3 A	4	5	6	7	8	9	9 A	9 B	9 C	10	11			12		
Name of Institution.	Districts.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the close of the year.				Average daily attendance.	Number of Pupils studying each language at the close of the year.				Monthly rate of Schooling fee.	From Government.			Local rate of Assessment.		
				Hindoos.	Mahomedans.	Others.	Total.		Persian.	Urdu.	Nagri.	English.							
VILLAGE SCHOOLS.	**AMBALLA**	**CIR.**																	
	1 Amballa, ...	82	6th Septr. 1856,	1,278	891	309	2,478	1,991	875	2,293	185	...		783	4		6,634	8	
	2 Loodliana, ...	73	2nd Novr. „ ...	834	686	437	1,957	1,702	832	1,957	...	...		481	13	6	6,524	12	
	3 Kurnal, ...	55	1st March 1858,	705	376	21	1,102	961	104	719	293	...		543	15	3	4,901	14	
	4 Delhi, ...	58	15th Do., ...	1,257	178	19	1,454	1,175	301	539	994	...		245	14	6	5,569	1	
	5 Goorgaon, ...	54	9th Septr. 1854,	1,815	308	3	2,126	1,898	189	526	1,600	...		447	...	..	5,406		
	6 Sirsa, ...	12	1st Septr. 1859,	356	159	32	547	468	13	191	350	...		539	9	9	1,217	2	
	7 Rohtuk, ...	41	15th July „	1,133	199	2	1,331	1,022	168	594	719	29		546	10	9	4,041	14	
	8 Hissar, ...	17	26th Octr. 1856,	450	84	...	534	391	69	136	394	...		997	5	9	1,867	12	
	9 Simla, ...	3	Ditto,	85	10	11	106	79	106	106	106	...		766	1	9	40	6	
	Total, ...	395	...	7,913	2,891	834	11,638	9,687	2,657	7,067	4,641	29		5,351	11	3	36,215	8	10
	LAHORE	**CIR.**																	
	1 Jullundur, ...	69	1st May 1857, ...	1,113	957	255	2,325	2,211	612	2,230	95	...		379	13	.	6,004	11	
	2 Hooshiarpore, ...	101	1st May 1851, ...	2,730	1,350	198	4,278	3,273	1,085	3,121	1,194	28		426	14	..	9,059	14	
	3 Kangra, ...	51	10th April 1856,	1,741	81	12	1,834	1,430	121	536	1,334	...		910	10	.	4,170		
	4 Amritsur, ...	127	26th June 1857,	1,696	1,822	1,426	4,944	3,997	1,516	4,944	...	72		936	...	.	10,293	12	
	5 Goordaspore, ...	129	1st April 1857,...	1,748	2,013	456	4,217	4,057	1,193	4,142	75	54		857	8	5	10,238	15	
	6 Lahore, ...	60	1st Jany. 1857,	657	665	336	1,658	1,35[illegible]	482	1,658	...	..	1 Anna.	55		.	4,402	13	
	7 Ferozepore, ...	56	14th Novr. 1857,	559	696	528	1,783	1,397	468	1,783	...	...		1,078	8	4	4,770		
	8 Mooltan, ...	47	4th Septr. 1856,	396	644	3	1,043	862	324	1,043	30	...		1,461	13	4	3,189	9	
	9 Montgomery, ...	27	26th Feby. 1854,	512	225	182	919	690	237	919	48	36		961	..	..	1,820	0	
	Total, ...	667	.....	11,152	8,453	3,396	23,001	19,271	5,988	20,376	2,776	190		7,067	3	1	53,968	3	
	R. PINDI	**CIR.**																	
	1 Rawul Pindee,...	55	1st Augt. 1853,	566	920	225	1,711	1,623	447	1,264	..	...		1,486	14	6	4,287	8	
	2 Jhelum, ...	63	1st March 1858,	1,175	1,046	194	2,415	2,050	2,415	2,415	..	...		835	13	.	4,044	7	
	3 Goojerat, ...	61	16th Septr. 1856,	862	1,721	142	2,725	2,174	537	2,725	..	...		178	12	6	5,400	3	
	4 Shahpore, ...	42	5th Jany. 1857,	700	689	120	1,509	1,270	350	1,310	199	...		1,069	12	3	3,302		
	5 Sealkote, ...	77	1st Septr. 1854,	1,277	1,342	342	2,961	2,835	946	2,961	...	..		777	..	3	7,182		
	6 Goojranwala, ...	83	1st Septr. 1857,	1,191	725	371	2,287	1,872	816	2,287	...	...		423	.	.	6,189	11	
	7 Jhung, ...	30	12th March 1857,	371	407	18	796	675	160	796	89	43		365	11	6	2,561	7	
	Total, ...	411	.....	6,142	6,850	1,412	14,404	12,499	5,671	13,758	288	43		5,137			33,666	6	
	FRONTIER	**CIR.**																	
	1 D. I. Khan, ..	37	5th May 1858,	703	717	7	1,427	1,095	1,427	1,427	...	...		1,301	2	3	3,175		
	2 D. G. Khan, ...	33	7th May 1856,.	246	519	...	765	604	270	495	...	...		712	3	9	2,709	8	
	3 Bunnoo, ...	32	25th May 1858	214	524	2	740	600	740	740	...	...		1,459	1	7	2,553	14	
	4 Peshawur, ..	42	23rd Decr. 1858,	141	674	15	830	683	370	460	...	..		1,719	3	9	3,030	6	
	5 Kohat, ..	7	9th June 1859,	23	149	...	172	170	172	172	.	.		657	5	..	1,158	11	
	6 Huzara, ..	2	Ditto,	38	59	..	97	75	40	97	...	..		526	15	9			
	7 Moozuffurgurh,	34	15th Octr. 1856,	251	428	4	683	614	245	683	...	...		780	13	9	2,548	13	
	Total, ...	187	.	1,616	3,070	28	4,714	3,841	3,264	4,074	...	...		7,156	13	10	15,476	7	
	GRAND TOTAL,	1,660	..	26,823	21,261	5,670	53,757	45,298	17,580	45,275	7,705	262		21,712	12		21,39,326	10	

III. A.
GENERAL EDUCATION.
Lower Class for 1866-67.

13	14	15		16	17			18			19			20			21			22	23	24			25		
RECEIPTS											CHARGES											ANNUAL COST OF EDUCATING EACH PUPIL.					
Government endowment	Subscriptions, donations, &c	Fees, fines, &c		Sale of Books	Other Sources.			TOTAL			Current			Extraordinary			TOTAL			Excess of receipts over charges	Excess of charges over receipts	Total Cost.			Cost to Government		
Nil		141	5	Nil				7,559	1	2	6 902	2	2	656	15		7,559	1	2	Nil.	Nil	3	12	9		6	1
		430	4					7,436	13	10	6 802		10	634	13		7 436	13	10			4	5	11		4	6
		49	9		..			5 498	6	6	5,448	13	6	49	9		5,498	6	6			5	11	7	.	9	1
		4	15		.			5,819	14	11	5 543	6	11	276	8		5,819	14	11			4	15	3	.	3	
		32	15		..			5,885	15		5,517			368	15		5 885	15				3	1	7		3	9
		62	11		.			1,819	7		1,734	10	3	84	12	9	1,819	7				3	14	2	1	2	5
		29	3		..			4,617	12		4,412	10		205	2		4 617	12				4	8	4	.	8	7
		37	12		.			2,902	13	11	2,791		11	111	13		2,902	13	11			7	6	9	2	8	10
								815	9	9	793	8		22	1	9	815	9	9			10	5	2	9	11	3
		788	10					42 355	14	1	39,945	1	7	2 410	9	6	42,355	14	1			4	6			8	10
		349	3					6 733	11	3	6,004	11	3	729			6,733	11	3			3		9		2	9
		631	14					10,118	10	2	9,016	1	2	1,102	9		10 118	10	2			3	1	6		2	1
								5,089	10		5,089	10					5 089	10				3	8	11		10	2
		536	13					11,766	9	6	11,157	12	6	608	13		11,766	9	6			2	15	1		3	9
		349	12					11,146	3	11	10,750	6	11	695	13		11,446	3	11			2	13	2		3	5
		51	8					4,509	5	1	4,457	13	1	51	8		4,509	5	1			3	5	3			7
		38	4					5,895	13	3	5,515		11	380	12	4	5,895	13	3			4	3	5		12	4
		113	8					4,764	14	10	4,481	6	10	283	8		4 764	14	10			5	8	5	1	11	2
		56	8					2 837	14	9	2,756	9	9	81	5		2 837	14	9			4	1	10	1	6	3
		2 127	6					63,162	12	9	59 229	8	5	3 933	4	4	63 162	12	9			3	4	5		5	10
		32	3					5,806	10	3	5 687	8	9	119	1	6	5,806	10	3			3	9	2		11	.
		144	14					5,625	2		5,296	7		328	11		5 625	2				2	11	10		6	
		66	2					5,654	1	10	5 470	11	4	183	6	6	5 654	1	10			2	9	8		1	
		12	6		1,924	2	4	6,398	4	7	6,236	14	7	161	6		6,398	4	7			4	11	3		13	6
		190	13					8,149	13	3	7,109	12	4	1,040		11	8,149	13	3			2	13	8		5	
		322	10					6,935	5	10	6,377	11	10	557	10		6 935	5	10			3	11	3		3	
		49	14					2 977	1	2	2,828	1	11	148	15	3	2 977	1	2			4	6	7		8	8
		818	14		1,924	2	4	41,516	6	11	39,007	3	9	2,539	3	2	41 546	6	11			3	5	2		6	7
								4,476	2	3	4,184			292	2	3	4 476	2	3			4	1	5	1	3	
			2					3,421	14	7	3,311	11	1	110	3	6	3 421	14	7			5	10	8	1	2	10
								4 013		1	3 579			434		1	4,013		1			6	11		2	6	11
								4,749	10	3	4 505	5	3	244	5		4 749	10	3			6	15	3	2	8	3
								2 116		10	2 076	8	4	39	8	6	2 116		10			12	7	2	3	13	10
								526	15	9	488	7	3	38	8	6	526	15	9			7			7		5
								3 329	11	1	3 004	9	1	325	2	3	3 329	11	1			5	8	1	1	4	1
			2					22 633	7	1	21 149	9		1 483	14	4	22 633	7	1			5	11	3	1	13	10
		3,735			1,924	2	4	169 698	9	1	159 331	9	9	10,366	15	4	169 698	9	1			93	11	11		8	9

No.

INSTITUTIONS FOR

Government Schools of the Lower Class

1	2		3	4	5	6	7	8	9	9 A	9 B	9 C	10	11			12		
Name of Institution	Districts	Number of Schools	When Established	Number of Pupils on the rolls at the close of the year.				Average daily attendance	Number of Pupils studying each language at the close of the year				Monthly rate of Schooling fee	R					
				Hindoos	Mahomedans	Others.	Total.		English	Persian	Urdu.	Nagri.		From Government.			Local rate of Assessment		
	AMBALLA CIR.																		
	1 Amballa,	19	23rd Decr 1860,	17	331		348	276			331	17		506			755	6	[illegible]
	2 Loodhiana,	15	"	9	274	2	285	136		3	285			527			199		6
	3 Delhi,	16	17th Novr 1860,	126	126		252	213		20	126	126		1,267			1,230	1	6
	4 Goorgaon,	33	"	447	201		648	651	10	25	205	443		509	5		2,114	15	8
	5 Kurnal,	15	"	69	129	2	200	192			156	44		196			677	11	6
	6 Hissar,	2	"	31	41		72	59			37	35		15			22	14	
	7 Rohtuk,	8	"	94	53		147	127		7	51	96		599	8		140	14	
	8 Sirsa,	3	"	102	13		115	87			13	102		158			144	8	4
	TOTAL,	111		895	1,168	4	2,067	1,841	10	55	1,204	863		3,777	13		5,286	7	8
	LAHORE CIR.																		
	1 Jullundur,	90	1st April 1857,		2,111		2,111	2,073	100	667	2,111			3,793	10		3,390	9	
	2 Hooshurpore,	7	1st May 1861,	24	133	2	159	133		11	132	27		77			307	8	
	3 Kangra,	7	1863,	149			149	112				149		37		6	435		8
	4 Amritsur,	1	1864,		30		30	16			30						68	12	
	5 Goordaspore,	4	May 1863,	27	67		94	74		10	67	27		.			325	1	
	6 Lahore,	10	1st April 1862	64	199		263	199		4	199	64		346	15		339	6	
	7 Ferozepore,	8	May 1863,		207		207	209		2	207			10			515	3	3
	8 Mooltan,	1	1st May 1861,		17		17	22		3	17			99			96		
	9 Montgomery,	19	"	179	123	21	323	241				323		132			878		
	TOTAL,	147		443	2,887	23	3,353	3,076	100	697	2,763	590		4,495	9	6	6,355	10	11
	R. PINDI CIR.																		
	1 Jhelum,	3		18	57		75	58		57	10	18		121					
	2 Goojerat, *a*	4	1864,					93						42			79	10	
	3 Shahpore,	3	1863,	21	58	4	83	70		1	62	21		87			146		
	4 Sealkote,	7	1st Feby 1863,		120	70	190	240		20	190			222	4		468	5	
	5 Goojranwalla,	12	1st May 1862,	79	147	29	245	202		20	82	223		.			123	12	
	6 Jhung,	6	8th May 1857,	25	99	6	130	103		34	65	31		120	5	3	165	11	5
	TOTAL,	35		143	481	99	723	566		132	409	293		592	9	3	1,072	6	5
	FRONTIER CIR.																		
	1 Bunnoo,	2	..	14	17	4	35	36		17	17	18					260	8	
	2 Moozuffurgurh,	1			20		20	15		20	20						60		
	TOTAL	3		14	37	4	55	51		37	37	18					320	8	
	GRAND TOTAL	296		1,495	4,573	130	6,198	5,534	110	921	4,413	1,764		8,865	15	9	13,035	1	

FEMALE SCHOOLS

a These Schools were abolished from 1st August 1866

III. B.

GENERAL EDUCATION.

(Female Schools), for the Year 1866-67.

13	14	15	16	17	18			19			20			21			22	23	24			25		
RECEIPTS								CHARGES											ANNUAL COST OF EDUCATING EACH PUPIL.					
Proceeds of endowment	Subscriptions, donations, &c.	Fees, fines, &c	Sale of Books	Other Sources.	TOTAL.			Current			Extraordinary			TOTAL.			Excess of receipts over charges	Excess of charges over receipts	Total cost.			Cost to Government		
					1,261	6	2	1,250	12		10	10		1,261	6	2			4	9	2	1	14	4
					726		6	726		6				726		6			3	1	3	2	3	9
					2,497	14	6	2,436	13		61	1	6	2,497	14	6			11	11	8	5	15	2
					2,624	4	8	2,591	4	8	33			2,624	4	8			4		6	...	12	6
					873	14	6	862	14	6	11			873	14	6			4	8	10	1		4
					37	14		22	14		15			37	14				.	10	3	..	6	9
					740	6		432	14		7	8		740	6				5	13	3	4	11	.
					302	8	4	301	8	4	1			302	8	4			3	7	8	1	13	1
					9,064	4	8	8,925	1	2	139	3	6	9,064	4	8			4	14	9	2		10
					7,184	3		7,184	3					7,184	3				3	7		1	13	3
					384	8		384	8					384	8				2	14	3	..	9	3
					472	1	2	435		8	37		6	472	1	2			4	3	5	.	5	4
Nil	Nil	Nil	Nil	Nil	68	12		68	12					68	12		Nil	Nil	4	4	11	..		.
					325	4		325	4					325	4				4	6	4	..		.
					686	5		639	6		46	15		686	5				3	10	1	1	13	4
					525	3	3	525	3	3				525	3	3			2	8	2	...		9
					195			195						195					8	13	10	4	8	.
					1,010			1,010						1,010					4	1	1	.	8	6
					10,851	4	5	10,767	4	11	83	15	6	10,851	4	5			3	8	5	1	7	4
					121			121						121					.			2	1	4
					121	10		121	10					121	10				1	4	11	.	7	3
					232			224			8			232					3	5		1	3	11
					690	9		690	9					690	9				2	14		.	14	10
					123	12		123	12					123	12				.	9		.		.
					386		8	386		8				386		8			3	11	11	1	2	8
					1,664	15	8	1,656	15	8	8			1,664	15	8			2	15	1	1		9
					260	8		255	8		5			260	8				7	3	9			.
					60			60						60					4					.
					320	8		215	8		5			320	8				5	13	3			
					21,901		9	21,564	13	9	236	3		21,901		9			3	15	4	1	9	8

No.
INSTITUTIONS FOR
Government Jail

1	2	3	4	5	6	7	8	9	9 A	9 B	9 C	10	11			12			13
Name of Institution.	Locality.	When Established.	Number of Pupils on the rolls at the close of the year.				Average daily attendance.	Number of Pupils studying each language at the close of the year.				Monthly rate of School-ing fee.	R s						Proceeds of endowment.
			Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.		From Government.			Local rate of Assessment.			
	AMBALLA CIRCLE.																		
1 Amballa, ...		1st July 1863,	145	75	23	243	181	...	11	88	144		9	8	...	...	...	...	
2 Loodhiana, ...		10th Augt. 1865,	6	14	10	30	29	...	...	30	...		7	...	...	...	...	...	
3 Delhi, ...		1st July 1863, ...	29	75	3	107	76	...	...	75	32		10	7	...	11	10	2	
4 Hissar, ...		21st Do., ...	20	29	...	49	64	...	...	23	26		...	...	...	...	...	...	
5 Rohtuk, ...		1st Do., ...	37	17	1	55	51	...	...	24	31		137	6	6	...	...	...	
6 Sirsa, ...		1st Novr. 1863,	32	37	16	85	96	...	...	61	24		...	...	...	...	...	...	
		Total, ...	269	247	53	569	497	...	11	301	257		164	5	6	11	10	2	
	LAHORE CIRCLE.																		
1 Jullundur, ...		1st July 1863, ...	40	44	21	105	64	...	8	105	3		24	7	...	...	...	...	
2 Kangra, ...		7th Jany. 1866,...	30	16	3	49	32	...	...	25	24		7	15	...	...	...	...	
3 Amritsur, ...		11th Octr. 1862,	118	112	84	314	308	...	14	314	...		...	...	...	...	...	...	
4 Goordaspore, ...		18th June 1863,	85	84	43	212	203	...	13	212	...		5	14	9	...	...	...	
5 Lahore, ...		17th Decr. 1863,	485	221	168	874	769	...	...	874	...		53	4	6	...	...	...	Nil.
6 Ferozepore, ...		23rd Jany. 1863,	20	90	100	210	208	...	2	210	...	Nil.	...	...	...	...	...	...	
7 Mooltan, ...		26th March 1863,	510	50	7	567	507	...	15	567	...		...	...	...	...	...	...	
8 Montgomery, ...		14th Do., ...	7	193	12	212	216	...	3	212	...		...	...	...	...	...	...	
		Total, ...	1,295	810	438	2,543	2,307	...	55	2,519	27		91	9	3	...	...		
	R. PINDI CIRCLE.																		
1 Rawul Pindee,...		17th June 1863,	8	443	11	462	490	...	16	462	...		35	...	6	...	...	...	
2 Jhelum, ...		15th Septr. 1863,	55	175	19	249	222	...	...	249	...		8	4	...	...	...	...	
3 Goojerat, ...		1st June 1863, ..	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	
4 Shahpore, ...		June 1863, ...	15	189	...	204	199	...	...	204	...		...	...	...	...	...	...	
5 Goojranwala, ...		1st Decr. 1862,...	60	223	43	326	324	...	...	326	...		...	...	...	...	...	...	
6 Jhung, ...		9th March 1863,	10	187	8	205	149	...	...	205	...		...	...	...	...	...	...	
		Total, ...	148	1,217	81	1,446	1,384	...	16	1,446	...		43	4	6	...	...	...	
	FRONTIER CIRCLE.																		
1 D. I. Khan, ...		1st July 1863, ...	6	39	...	45	51	...	4	45	...		...	...	...	...	...	...	
2 Peshawur, ...		Ditto,	17	60	10	87	76	...	30	87	...		...	...	...	...	...	...	
22 Total, ...		Total, ...	23	99	10	132	127	...	34	132	...		...	...	...	...	...	...	
		GRAND TOTAL,	1,735	2,373	582	4,690	4,315	...	116	4,398	284		299	3	3	11	10	2	

JAIL SCHOOLS.

III. C.
GENERAL EDUCATION.
Schools for 1866-67.

14	15	16	17			18			19			20			21			22	23	24			25			26
RECEIPTS									CHARGES									Excess of receipts over charges	Excess of charges over receipts	ANNUAL COST OF EDUCATING EACH PUPIL						
Endowments &c	Fees, fin &c	Sale of Books	Other Sources.			TOTAL			Current			Extraordinary			TOTAL					Total cost			Cost to Government			REMARKS
			145			154	8		120			34	8		154	8					13	8			10	
			36	15	10	43	15	10	36			7	15	10	43	15	10			1	8	3		3	10	
			93	7	5	115	8	7	83	4	4	32	4	3	115	8	7			1	8	4		2	1	
			117			117			85	1		31	15		117					1	13	3				
						137	6	6	120			17	6	6	137	6	6			2	11	1	2	11	1	
			180			180			180						180					1	3	7				
			572	7	3	748	6	11	621	5	4	124	1	7	748	6	11			1	8	1		5	3	
			71	3		95	10		60			35	10		95	10				1	7	11		6	1	
						7	15					7	15		7	15								4		
			35			35			35						35						1	10				
			92	2	3	98	1		84			14	1		98	1					7	9			5	
Nil	Nil	Nil	540			593	4	6	540			53	4	6	593	4	6	Nil	Nil		12	4		1	1	
			123	7	10	123	7	10	120			3	7	10	123	7	10				9	2				
			270	2	6	270	2	6	268	8		1	10	6	270	2	6				8	6				
				9			9						9			9						1				
			1 132	8	7	1 224	1	10	1 107	8		116	9	10	1 224	1	10				8	6			8	
			60	3	6	95	4		60	3	6	35		6	95	4					3	1		1	4	
			72			80	4		72			8	4		80	4					5	9			7	
																										Return received too late
			24			24			24						24						1	11				
			120			120			120						120						5	11				
			180	8		180	8		180				8		180	8				1	3	1				
			456	11	6	500			456	3	6	43	12	6	500						5	9			6	
			84			84			84						84					1	10	4				
			126			126			120			6			126					1	10	6				
			210			210			204			6			210					1	10	5				
			2 371	11	4	2 682	8	9	2 392		10	290	7	11	2 682	8	9				9	11		1	1	

No.

INSTITUTIONS FOR

Private Colleges and Collegiate Institutions open to

1	2	3	4	5	6	7	8	9	9A	9B	9C	10	11		12
			No of Pupils on the rolls at the close of the year					No of Pupils studying each language at the close of the year.					R		
Name of Institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total	Average daily attendance.	English.	Persian.	Urdu.	Arabic.	Monthly rate of schooling fee.	From Government		Proceeds of endowment
American Presbyterian Mission, ..	Lahore, .	1864,	4	4	2	10	11	10	.	4	6	4As	a 5,546	8	Nil

Includes Rs 3,710 paid on account of Scholarships, Rs 3,500 for the period prior to March 1866, and Rs 219 for

* * Rs. 100 for library grant, and Rs. 400 grant on account of boarding

IV.

GENERAL EDUCATION.

Government Inspection for the year 1866-67.

13	14	15	16	17	18	19	20	21	22	23	24
RECEIPTS.					CHARGES.			Excess of receipts over charges.	Excess of charges over receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.	
Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.			Total cost.	Cost to Government.
2,160 ... 3	112 12 ...	*Nil.*	*Nil.*	7,819 4 3	7,255 11 6	585 3 2	7,840 14 8	*Nil.*	21 10 5	*667 5 8	* 458 12 4

January, February and March 1867. No equivalent to Government grant for Scholarships from private sources is needed.

house have been omitted in calculating the cost of education per head.

No.

INSTITUTIONS FOR

Private Schools of the Higher class

1	2	3	4	5	6	7	8	9	9 A	9 B	9 C	10	11		12
			Number of Pupils on the rolls at the close of the year.					Number of Pupils studying each language at the close of the year.					Rs		
Name of Institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of schooling fee.	From Government.		Proceeds of endowment, &c.
Schools of the higher class educating up to the University Entrance Standard															
AMBALLA CIRCLE.															
1 Bishop Cotton's School for Europeans, ...	Jutogh, ...	16th Mar. '63,	...	...	53	53	57	*53	..	35	...	10 Rs.	a 9,613	5	1
													2,322		For
2 Soc. P. C. Mission Schl. (St. Stephen's College), ...	Delhi, ...	1859,	315	31	13	362	284	362	94	362	12	4 As.	4,740		
3 American Presbyterian Mission School, ...	Loodhiana, ...	1836,	205	78	13	296	263	296	91	205	...	1 to 2 A.	2,050		180
4 Ditto do. do. City, ...	Amballa, ...	1852,	198	86	1	285	236	127	161	127	58	1 to 4 A	1,500		40
		Total, ...	718	198	80	996	840	838	346	729	70		20,225	5	4 2,2
LAHORE CIRCLE.															
1 American Presbyterian Mission School, ...	Lahore, ...	1849,	599	435	15	1,049	972	975	456	321	b 328	2 to ¼ A	6,652	8	10
2 Church Mission School, ..	Amritsur, ...	1852,	372	29	121	522	491	263	46	341	407	½ to 2 A.	3,800		
3 American Presbyterian Mission School, ...	Jullunder, ...	1848,	276	134	10	420	336	221	165	255	..	4 to ½ A.	2,544		
4 Adult English School, ...	Lahore, ...	1st Sep. 1861,	42	11	5	58	39	58	...	...	..	2 R. to 8 A	360		
5 High School for boys of European parentage, ...	Lahore, ...	1862,	...	...	36	36	24	36	...	36	..	6 to 4 R.	c 3,163	4	1,000
													d 2,000	...	For
6 American Presbyterian Mission Adult English School,	Lahore, ...	1861,	40	30	2	72	55	72			.	2 A. to 2 R.	860	...	.
7 Church Mission School, .	Kangra, ...	1851,	152	24	7	183	168	166	90	46	45	1 A.	1,200		
8 Ditto do. do. ...	Narowal, ...	1859,	86	36		122	99	43	43	63	59	1 to ¼ A	1,110		
9 Mission School, ..	Mooltan, ...	1859,	25	45	5	75	41	32	31	42	.	1 A.	300		
		Total, ...	1,592	741	201	2,537	2,225	1,866	831	1,104	839		21,489	12	1
RAWUL P. CIRCLE															
1 Sir Henry Lawrence Memorial Asylum, .	Murree, ...	1st May 1861,	..	..	...	..	...	...	...	..	..	...	e 4,124	6	6
2 Murree *cum* Rawul Pindee School for European children of both sexes, ...	Murree and Rawul Pindee, ...	P. May 1866,	...	...	20	20	19	20	..	..	.	12 to 5 R	2,024		
													1,195	.	For
3 The late Revd. C. Toussaint's School, ...	Jhelum, ...	15 Novr. '61,	75	36	29	140	114	80	48	98	30	1 to 8 A.	1,800		
4 American Presb. Mission School (City), ...	Rawul Pindee,	1856,	200	57	2	259	219	87	147	147	f 25	4 A. to 6 R	2,064	.	6
5 Church of Scotland Mission School (City,) ...	Sealkote, ...	October 1864	73	17	.	90	73	22	38	52	..	2 to ¼ A.	600		
		Total, .	348	110	51	509	425	209	233	297	55		11,807	6	6
FRONTIER CIRCLE.															
1 Church Mission School, ..	Peshawur, ...	14th May '55,	248	78	3	329	257	137	150	213	Hindi 86	3 to 1 A	2,700		
2 Church Mission School, ...	Dera I. Khan,	Novr. 1863,	122	104	2	228	194	138	11	79	.	4 R. to A	2,125	.	
3 Church Mission School, ...	Bunnoo, ...	Feby. 1865,	65	37		102	65	48	12	42		4 to 6 A.	1,500		
		Total,	435	219	5	659	516	323	173	364	86		6,325		
21 GRAND TOTAL, ...	..	...	3,093	1,271	337	4,701	4,006	3,236	1,583	2,494	1,050		59,847	7	10

a. Includes Rs. 3,920 paid in arrears from September 1865, to March 1866. b. Of these 10 read Arabic and 4 Hindi
to Government. e. Half-yearly returns not received. f. Gurmukhi. g. Rs 1,500 on account of building grant
P Should be included in future among Female
**** Rs. 250 on account of Library Grant in the Umritsur, and Rs. 150 on account of building grant in the Narowal Mission School, Lahore

V.

GENERAL EDUCATION.

open to Government inspection for 1866-67.

13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS						CHARGES					Annual cost of edu cating each Pupil	
Subscriptions, donations, &c	Local rate of assessment	Fees, fines, &c	Sale of Books	Other Sources	TOTAL	Current	Extraordinary	TOTAL	Excess of receipts over charges	Excess of charges over receipts	Total Cost.	Cost to Government.
		5,725			15,338 5 4	15,458 13 6		15,458 13 6		120 8 2	271 3 4	168 10 6
Endowment and Building Funds												
		544 11 3	382 9 6	5,574 7 5	11,241 12 2	11,373 12 9		11,373 12 9		132 7	40 9	16 11 1
957 1 3		315 11	139 11 9		5,262 8	4,897 4 9	265 3 3	5,162 8	100		19 10 1	7 12 9
		270		1,159 5 9	3,337 5 9	3,187 5 9		3,187 5 9	150		13 8 1	6 5 8
957 1 3		6,855 6 3	522 5 3	6,733 13 2	35,179 15 3	34,917 4 9	265 3 3	35,182 8	250	252 8 9	41 14 2	21 5
8,497 14 7		583 2 6			16,633 9 1	16,243 8 5	390 8	16,633 9 1		.	17 1 10	6 13 6
4,010 15 1		359 15		2,340	10,510 14 1	9,159 6 3	1,251 7 10	10,410 14 1	100		*20 11 1	*7 3 8
[illegible]		387 15		2,190	5 601 15	6,128 6 9	306 13 3	6,435 4		833 5	19 2 5	7 9 11
		363			723	653	70	723			18 8 7	9 3 8
312		1 466 10 6			5,941 14 6	4,854 3	157 13 6	5,011 13 9	930 9	..	208 13 3	131 12 10
Endowment and Building Funds												
235 8		124 8			720	715	5	720			13 1 6	6 8 9
1,200		35 13	22 6	50	2,508 3	2,435	62 9	2,497 9	10 10		14 13 10	7 2 3
765 4 3	Nil	26 2 3	9 4 6	486 3 6	2 396 14 6	1,923 14 9	472 15 9	2,396 14 6			*22 11 2	*9 11 2
658 13		16 3			975	884	91	975			23 12 6	7 5 1
16,160 6 11		3,363 5 3	31 10 6	5 066 3 6	46 011 6 2	42,996 4 5	2,807 12	45,804 5	1,040 10 9	833 5	20 6 6	8 9 3
146		1,881			4,051	4,048		4,048	3		213 10	106 8 5
Building Fund												
1,800		158 3	110	5	3,873 3	3,551 7	188 7 6	3,739 14 6	133 4 6		32 12 11	15 12 8
1,915 6 3		306 5 6			4 785 11 9	4 357 4 3	428 7 6	4 785 11 9			21 13 8	9 6 9
636 8 9		28 8 6			1,265 1 3	1,197	68 1 3	1,265 1 3			17 5 3	8 3 6
4,407 15		2,374 1	110	5	13,975	13,153 11 3	685 3	13,838 11 6	136 4 6		32 9	15 4 3
5 836 13		158		600	9,294 13	8,950 8	344 5	9,294 13		,	36 2 8	10 8 1
4,726 1 6		240 15 3			7,092 9	5,952 2	439 14 9	6,392 9	700		32 15 2	10 5 3
2,566 9 10		31 13 6			4 098 7 4	991 2	3,107 5 4	4 098 7 4	.		g16 1 1 g	
13,129 8 4		430 12 9		600	20,485 5 1	15 893 12	3 891 9 1	19,785 5 1	700	,	35 7	9 5 7
31744 15 6		13,023 9 3	603 15 9	12 405 8	1,15,651 10 6	1,06 961 5	7,649 8 7	1,14,610 9	2,126 15 3	1,085 13 9	27 12	12 11

c Includes Rs 996 12 paid in arrears from July 1865, to March 1866 d Rs 2,000 having been drawn erroneously have been credited and, Rs 3,054 expenditure on buildings have been omitted in calculating the cost of education per head.

Schools, the majority of Children being Girls

been omitted in calculating the cost of education per head in those School

Statement of the Endowment and Building Funds of the Schools for European

Lord Canning's minute

1		2			3
Name of Institution.		Balance on 1st April 1866.			Income due From Government.
Bishop Cotton's School, Jutogh, ..	Endowment Fund, ..	11,972	4	4	*a* 2,322
	Building Fund,	1,14,136	8	4	...
Punjab Girls' School, Simlah, ...	Endowment Fund, ...	...	...	.	...
	Building Fund, .	...	...	..	11,200
Lahore High School, ...	Endowment Fund, ...	..	..		*b* 1,000
	Building Fund, ...	...	..	.	1,000
Murree *cum* Rawul Pindee School, ..	Endowment Fund, ..	...	..	.	...
	Building Fund, ..	.	...	.	1,195
Henry Lawrence Memorial Asylum Murree,	Endowment Fund, .	1,25,000	.	.	..
		8,500	..	.	..
		500	.	...	...
	Building Fund, ..	37,521	10	4	...

c. Lodged in Calcutta and has not been allowed Government equivalent, but the proceeds applied to

d. For Yule scholarships and has received Government equivalent.

e conduct prize. Has not yet received Government equivalent.

f. Transferred from savings on general funds for current expenses, supplied about equally from Government

and Eurasion children, to which grants-in-aid are made by Government under

of October 1860.

4	5	6	7	8
ING 1866-67.				
From private Sources.	Total of Columns 2, 3, and 4.	Expenditure during 1866-67.	Balance on 1st April 1867. Difference between Columns 5 and 6.	REMARKS.
...	14,294 4 4	...	14,294 4 4	*a* This grant of Rs. 2,322 was made during 1866-67, equivalent to private contributions received up to October 1865, for which no Government equivalent had been drawn.
...	1,14,136 8 4	...	1,14,136 8 4	
...	...	...	...	
11,200	22,400	10,928	11,472	
...	...	...	24,760 1 7	*b* These 2,000 Rs. having been erroneously drawn, have since been refunded and credited to Government. No returns for the columns left blank could be obtained from the Honorary Secretary.
...	...	...	6,635 11 ...	
...	...	...	...	
2,666 12 ..	3,861 12 ..	...	3,861 12 ...	
...	1,25,000	..	1,25,000	*c.*
...	8,500	...	8,500	*d.*
...	500	...	500	*e.*
...	37,521 10 4	13,242	24,279 10 4	*f.*

current expenses, are supplemented by an equivalent Government grant, and appear in the ordinary return.

and private Sources.

No.

INSTITUTIONS FOR

Private Schools of the Middle Class

1		2	3	4	5	6	7	8	9	9 A	9 B	9 C	10	11
Name of Institution.		Locality.	When Established.	Number of Pupils on the rolls at the close of the year.				Average daily attendance.	Number of Pupils studying each language at the close of the year.				Monthly rate of Schooling fee.	Rs.
				Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Nagri.		From Government.
MIDDLE CLASS SCHOOLS:— Not educating up to the University Entrance Standard.														
AMBALLA CIRCLE.														
1 American Presb. M. School (Cant.),		Amballa, ...	1859,	86	58	6	150	74	100	...	34	7	1 to 4 as.	1,200
2 Church Mission School, ...		Kotegurh, ...	1843,	196	...	3	199	155	...	...	24	199	...	360
3 L. M. A. Principal's Native School,		Sanawur, ...	1st March 1860,	16	4	..	20	15	10	3	20	...	1 to 4 as.	300
4 American Presb. Miss. School, ...		Sabathoo, ...	1862,	22	17	2	41	34	34	9	26	4	1½ As.	440
5 Adult English School, ...		Jugadhree, * ...	13th April '64,	...	...	...	...	4	...	...	...	...	...	72
Elementary English Schools attached to Govt. Ver. ones.			Total, ...	320	79	11	410	282	153	12	104	210		2,372
DISTRICT.	SCHOOL.													
1 Amballa, ...	Ropur, ...	English Scholars,	12th Mar. 1863,	...	...	...	...	...	...	...	...	...	1 Anna.	300
		Anglo-Vernacular do.		57	24	12	93	79	93	50	93	...		
2	Boorya, ...	English Scholars,	1st May 1864,	...	...	..	...	...	...	...	...	...	Do.	360
		Anglo-Vernacular do.		29	25	5	59	53	59	28	59	...		
3	Munnee Majra,	English Scholars,	1st Sep. 1865,	4	2	...	6	6	6	...	...	...	Do.	165
		Anglo-Vernacular do.		23	4	7	34	39	34	22	34	...		
4	Pehoa, and Shahabad, †	English Scholars,	1st May 1866,	...	...	...	...	...	...	...	...	...	...	90
		Anglo-Vernacular do.		...	...	...	...	55	...	...	...	...		
5 Rohtuk, ...	Gohana, ...	English Scholars,	1st May 1863,	...	...	..	..	...	...	...	...	...	2 Annas.	238 4
		Anglo-Vernacular do.		45	8	...	53	33	53	29	46	10		
6	Bahadurgurh,	English Scholars,	1st May 1865,	1	4	...	5	3	5	...	...	.	...	180
		Anglo- Vernacular do.		24	11	...	35	31	35	24	30	12		
7 Delhi, ...	Arab Serai,	English Scholars	January 1864,	1	...	...	1	1	1	...	...	...	1 & 2 As.	183
		Anglo-Vernacular do.		40	18		58	40	58	25	58	...		
8	Soonput,	English Scholars,	April 1866, ...	13	...	...	13	12	13	...	...	...	Do.	229
		Anglo-Vernacular do.		25	3	..	28	31	28	14	27	...		
9	Fureedabad,	English Scholars,	Ditto,	5	...	...	5	4	5	...	...	...	Do.	220
		Anglo-Vernacular do.		31	2		33	32	33	19	33	...		
10 Goorgaon, ...	Goorgaon,	English Scholars,	1st July 1863,	7	...	...	7	6	7	...	...	...	1 Ana.	402 6 8
		Anglo-Vernacular do.		65	13	..	78	54	78	32	36	10		
11	Pulwal, ...	English Scholars,	24th Feb. 1862,	...	...	...	...	...	...	...	...	...	Do.	167 4
		Anglo-Vernacular do.		27	3		30	24	30	16	14	...		
12	Ferozepoor,	English Scholars,	3rd Mar. 1862,	3	1	...	4	3	4	...	...	...	Do.	295
		Anglo-Vernacular do.		41	6	...	47	44	47	18	29	...		
13	Noh, ...	English Scholars,	27th Feb. 1862,	4	1	...	5	4	5	...	...	...	Do.	295
		Anglo-Vernacular do.		18	9	..	27	26	27	13	9	5		
14	Furrukh nagur, ...	English Scholars,	7th April 1863,	5	1	..	6	4	6	...	...	...	Do.	295
		Anglo-Vernacular do.		30	6	...	36	36	36	24	12	...		
15	Sohna, ..	English Scholars,	9th April 1863,	...	...	.	...	...	...	...	...	...	1 Ana.	173 3
		Anglo-Vernacular do.		42	11	...	53	43	53	22	31	...		
16 Hissar, ...	Hissar. ...	English Scholars,	1st April 1865,	Statement returned for correction and not received back.								...	4 A. to 1 R.	240
		Anglo-Vernacular do.										...		
17	Hansi, ...	English Scholars,	9th July 1864,	..	...	.	..	...	...	...	...		1 to 8 A.	331 2
		Anglo-Vernacular do.		...	...		..	...	...	...	...			
18 Sirsa, ..	Sirsa, ...	English Scholars,	7th July 1863,	44	8	3	55	41	55	...	...	...	2 to 8 A.	580
		Anglo-Vernacular do.		..	...	..	...	...	...	...	...	...		
19 Kurnal, ...	Kythul, ...	English Scholars,	1st Octr. 1865,	22	2	1	25	19	25	...	...	..	1 to 2 A.	180
		Anglo-Vernacular do.		29	...	1	30	24	30	12	43	16		
20	Paniput, ...	English Scholars,	16th Jany. '65,	38	.	.	38	33	38	..	...	...	Do.	240
		Anglo-Vernacular do.		25	10	..	35	30	35	16	49	...		
	Total of Elementary English Schools, ..			147	19	4	170	810	899	364	603	53		5,164 4
25	Grand Total of Middle Class Schools, ...			467	98	15	580	1,092	1,052	376	507	263		7,536

* Closed from 1st October 1866. † Closed from 11th February 1867, and Rs. 30 refunded.

VI.

GENERAL EDUCATION.

open to Government Inspection for 1866-67.

12	13	14	15	16	17	18	19	20	21	22	23	24	25
RECEIPTS							CHARGES					ANNUAL COST OF EDUCATING EACH PUPIL	
Proceeds of endowment	Local rate of Assessment	Subscriptions, donations &c.	Fees, fines, &c.	Sale of Books	Other Sources	TOTAL	Current	Extraordinary	TOTAL	Excess of receipts over charges	Excess of charges over receipts	Total cost	Cost to Government
			217 5 11		1 074 3	2 491 8 11	2 491 8 11		2 491 8 11			33 10 8	16 3 5
923 7 3				25 13 9	928 10	2 237 15	2,000	237 15	2,237 15			14 7	2 5 2
350			18 14		83 3 3	752 1 3	639 6	112 11 3	752 1 3			50 2	20
152 6 3		20	32 7 6	38 4	217 15 3	901 1	689 5 9	231 11 3	921 1		20	27 1	12 15 1
		72				144	144		144			36	18
1,425 13 6		92	268 11 5	64 1 9	2,303 15 6	6 526 10 2	5,964 4 8	582 5 6	6 546 10 2		20	23 3 5	8 6 7
		192			120	612	612	200	812		200	10 4 5	3 12 0
		240			120	720	720	.	720			13 9 4	6 12 8
		180				345	345	.	345			7 10 8	3 10 8
.		110 5 8				200 5 8	170 5 8		170 5 8	30			
41		238 4	2 4	10 9 9	.	530 5 9	394 9 6	136 8	531 1 6		11 9	a 13 10 9	a 1
15		67		3 11	117	382 11	360	22 11	382 11			11 4 1	5 4 8
		120	8 4		57 12	369	366	3	369			9	4 7 5
		228	1 8		30	488 8	402 8	76	478 8	10		11 2 1	5 5 2
	Nil.	199 6			30	449 6	346 8	93 8	440	9 6		12 3 6	6 1 0
		419	9 12 6		21 3 2	852 6 4	802 13 4	45 9	848 6 4	4		11 2 3	6 11 4
		173 4	4 15			345 7	340 8	1 8	342	3 7		14 4	6 15 6
		341 4	5 13		9 10	651 11	601	37 4	638 4	13 7		13 9 3	6 4 5
		306	7 1			608 1	600 12	1 8	602 4	5 13		20 1 2	9 13 4
		340 2	9 10			641 12	601	1 8	602 8	42 4		15 1	7 6
		183 5 9	8		2 15 3	360 4	360 10	3 8	364 2		4 1 8	4 5	8 7 6
		240	43 13		..	523 13	480		480	43 13			.
		314 6 8	48 11			694 4 4	675 5 4		675 5 4	18 15			.
		436	130 10		252 15 6	1,399 9 6	1,110	289 9 6	1 399 9 6			34 2 2	14 2 4
		180	20 10	23 10	130 12	535	480	19 4 3	499 4 3	35 11 9		11 9 9	4 3
		240	11 2	41 7 6	156	688 9 6	596 8	39 8	636	52 9 6		10 1 6	3 12 11
56		4,748 6 1	304 9 6	79 6 8	1,048 3 11	11,400 14 5	10 365 7 10	970 13 9	11 336 5 7	269 10 3	205 1 5	13 14 4	6 4 8
1,481 13 6		4 840 6 1	573 4 11	143 8	3,352 3 5	17 927 8 7	16,329 12 6	1,553 3 3	17,882 15 9	269 10 3	225 1 5	16 4 10	6 13 5

a a Rs 40 Government grant, and Rs 80 expenditure on account Library have been omitted in calculating the cost of education per head

No.

INSTITUTIONS FOR

Private Schools of the Middle Class

1	2	3	4	5	6	7	8	9	9 A	9 B	9 C	10	11
			Number of Pupils on the Rolls at the close of the year.					Number of Pupils studying each language at the close of the year.					R
Name of Institution.	Locality.	When Established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of Schooling fee.	From Government.
LAHORE CIRCLE.													
1 Church Mission School,	Jundiala, ...	1854,	42	10	14	66	59	63	10	66	...	1 Anna,	480
2 Anglo-Vernacular School (Cant.,)	Ferozepore, ...	15th Jany. 1864,	92	21	2	115	103	66	36	68	21	4 to 1 A.	514
3 Anglo-Vernacular School (Cant.,)	Meean Meer, * ...	10th May 1865,	64	30		94	70	69	6	59	11	2 & 1 A.	790
4 Anglo-Vernacular School (Cant.,)	Jullundur, ...	1st April 1866,	46	11	3	60	53	60	60	60	...	2 to 4 As.	560
5 Regimental School, 4th Goorkhas,	Ditto, † ...	1863,	37	...	1	38	32	38	...	9	...	1 R. to 8 A	491
6 Church Mission Male Orphanage,	Amritsur, ...	1862,	...		26	26	22	16	...	22	...	...	320
7 Mission School, ...	Shujjabad, ...	January 1866,	46	11		57	39	32	45	12	...	1 to 2 A,	140
8 Church Mission School, ...	Dhurmsala, ...	1864,	59	12	3	74	53	74	21	24	..	1 Anna,	165
9 Anglo-Sanscrit Patshala, ...	Lahore, ...	2nd Decr. 1864,	53	5	.	58	39	58	..	...	53	½ to 1½ A.	100
Elementary English Schools attached to Govt. Ver. ones.		Total, ...	439	100	49	588	470,	476	178	320	85	...	3,561
District.	School.												
1 Jullundur, ...	Jullundur,	English Scholars, Anglo-Vernacular do.	5	35	1	41	29	41	12	41	..	...	100
2	Nawashahr,	English Scholars, Anglo-Vernacular do.	74	1	...	75	64	75	31	67	..	1 to 4 As.	180
3	Bungoh, ...	English Scholars, Anglo-Vernacular do.	35	8	11	54	43	54	26	51	..	Ditto,	180
4	Nakodur, ...	English Scholars, Anglo-Vernacular do.	31	1	.	32	31	32	25	32	..	Ditto,	69
5	Kurtarpore,	English Scholars, Anglo-Vernacular do.	40	2	4	46	38	46	35	45	..	Ditto,	65
6 Lahore, ...	Choonyan,	English Scholars, Anglo-Vernacular do.	4 21	.. 4	1 8	5 33	3 30	5 33	... 24	... 88	.. ..	1 to 2 As.	180
7	Shurukpore,	English Scholars, Anglo-Vernacular do.	... 14	1 7	... 2	1 23	1 21	1 23	... 21	... 56	.. ..	Ditto,	146
8	Kussoor, ...	English Scholars, Anglo-Vernacular do.	... 36	... 15	... 5	... 56	... 60	... 56	.. 28	... 78	.. ..	Ditto,	180
9	Baghbanpore,	English Scholars, Anglo-Vernacular do.	... ...	2 20	... ...	2 20	3 21	2 20	. 29	... 62	.. ..	Ditto,	120
10	Nawakote,	English Scholars, Anglo-Vernacular do.	... 20	... 8	... ..	... 28	... 24	... 28	.. 28	... 28	.. ..	1 to 3 As.	66
11 Amritsur, ...	Raja Sansee,	English Scholars, Anglo-Vernacular do.	... 7	... 8	... 15	... 30	... 27	... 30	. 10	... 20	.. ..	1 Anna,	180
12	Raiya, ...	English Scholars, Anglo-Vernacular do.	... 20	... 9	... 6	... 35	... 20	... 35	.. 10	... 25	.. ..	1 Anna,	143
13 Kangra, ...	Soobiana, ...	English Scholars, Anglo-Vernacular do,	... 18	... 5	... 1	... 24	... 25	... 24	. 12	... 24	.. ..	...	a 186
14	Parah, ...	English Scholars, Anglo-Vernacular do.	... 54	... 6	... ...	... 60	... 27	... 60	... 1	... 60	.. ..	...	b 177
15 Montgomery, ...	Montgomery,	English Scholars, Anglo-Vernacular do.	32	15	3	50	44	14 36	26	36	...	1 Anna,	352
16	Syadwala,	English Scholars, Anglo-Vernacular do.	29	3	11	43	38	4 39	10	39	...	Ditto,	120
17 Hooshiarpore, ...	Oonah,	English Scholars, Anglo-Vernacular do.	.. 18	... 1	... 8	... 27	... 30	... 27	.. 27	... 27	.. ..	1 A. to 2 A.	192
18	Anundpore,	English Scholars, Anglo-Vernacular do.	... 13	... 2	. 14	... 29	.. 28	... 29	... 20	... 29	.. ..	Ditto,	192
19	Hurriana,	English Scholars, Anglo-Vernacular do.	... 22	... 3	.. 2	... 27	.. 23	... 27	... 27	... 27	... ...	Ditto,	128
20	Oormaran,	English Scholars, Anglo-Vernacular do.	... 27	.. 19	... ...	... 46	... 25	.. 46	... 44	... 46	... ...	Ditto,	128
21	Doosooha,	English Scholars, Anglo-Vernacular do.	... 25	... 4	.. ...	... 29	... 27	... 29	... 25	... 29	... 4	Ditto,	128
22 Goordasspore,	Dera Baba Nanuk, ...	English Scholars, Anglo-Vernacular do.	... 40	... ...	... ...	... 40	.. 39	... 40	.. 32	... 40	... ...	...	180
23	Sree Gobindpore, ...	English Scholars, Anglo-Vernacular do.	... 25	... 2	... 6	... 33	... 40	... 33	... 6	... 21	... 12	...	180
	Total of Elementary English Schools,		4	3	1	8	761	889	509	971	16	...	3,572
32	Grand Total of Middle Class Schools,		443	103	50	596	1,231	1,363	687	1,291	101	..	7,133

* Rs. 9-7-1 refunded. † Rs. 45-3-4 to be refunded.

a Rs. 49-8-0 were passed on account of Government grant in excess of the private income and half the total expenditure, of which Bills amounting

b Rs. 90-8 Ditto Ditto Ditto Ditto

VI.—*Continued.*

GENERAL EDUCATION.

open to Government Inspection for 1866-67.

12	13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.							CHARGES.					ANNUAL COST OF EDUCATING EACH PUPIL.	
Proceeds of endowment.	Local rate of Assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
...		532 5 3	44 4 ...	...	...	1,056 9 3	978 13 3	62 12 ..	1,041 9 3	15 ...	...	17 10 5	8 2 2
...		482 9 ..	83 14 9	...	...	1,080 13 1	898 ...	179 15 9	1,077 15 9	2 13 4	...	10 7 5	5 ...
...		996 4 6	58 3 ...	...	...	1,844 7 6	1,476 3 2	84 14 8	1,561 1 10	283 5 8	...	22 4 10	11 2 5
...		912 8 ...	61 2 ...	...	100	1,633 10 ...	1,222 5 6	67 5 6	1,289 11 ...	343 15 ...	...	24 5 4	10 9 1
...		539 ...	19 ...	...	30	1,079 10 8	729 1 ...	163 13 7	892 14 7	186 12 1	...	27 14 5	13 15 3
...		320 ...	...	...	...	640 ...	618 8 ...	21 8 ...	640 ...	...	...	29 1 5	14 8 9
...		255 14 4	10 8 ...	...	...	406 6 4	399 10 10	6 11 6	406 6 4	...	...	10 6 9	3 9 5
...		180 ...	26 11 ...	...	...	371 11 ...	476 8 ...	8 ...	484 8 ...	...	112 13 ...	9 2 3	3 1 10
...		351 ...	2 6 3	...	...	453 6 3	337 7 6	76 14 9	414 6 3	39 ...	...	10 10 ...	2 9 ...
...		4,569 9 1	306 1 ...	...	130	8,566 10 1	7,136 9 3	671 15 9	7,808 9 ...	870 14 1	112 13 ...	16 9 10	7 7 5
..		100 ...	...	...	...	200 ...	200 ..	... ..	200 ..	...	...	6 14 4	3 7 2
...		180 ...	...	...	...	360 ...	360 ...	.. ..	360 ..	...	...	5 10 ...	2 13 ...
...		177 10 ...	2 6 ...	...	...	360 ...	360 ...	.. ..	360 ..	...	...	8 6 ...	4 3 ...
..		69 8 ...	...	...	...	139 ...	139 ..	.. ..	139 ...	...	...	4 7 8	2 3 10
..		65 5 4	...	...	...	130 10 8	130 10 8	... ..	130 10 8	.. ..	...	3 7 ...	1 11 6
..		180 ...	4 15 ...	4 8 ...	...	369 7 ...	360 ...	2 1 ..	362 1 ..	7 6 ..	...	10 15 7	5 7 3
..		146 2 ...	5 6 ...	3 1 ...	...	300 11 ...	292 4 ...	3 2 ..	295 6 ..	5 5 ..	...	13 6 10	6 10 3
..		180 ...	15 6 ...	6 8 ...	...	381 14 ...	360 ...	12 2 ..	372 2 ..	9 12 ..	...	6 3 3	3 ... ...
..		120 ...	4 ...	...	...	244 ...	240 ...	3 11 ..	243 11 ..	... 5 ..	...	10 2 5	5 ... ...
..	*Nil.*	104 4 ...	5 12 ...	...	...	176 ...	147 12 3	20 14 9	168 11 ...	7 5 ..	...	7 ... 5	2 12 ...
..		180 ...	9 ...	...	..	369 ...	360 ...	... ..	360 ..	9 ...	...	13 5 4	6 10 8
..		143 ...	6 12 ...	2 8 ...	...	295 4 ...	286 ...	... ..	286 ...	9 4 ...	...	14 4 10	7 2 5
..		136 8 ...	...	...	..	322 8 ..	267 ...	6 ...	273 ...	49 8 ...	...	10 14 9	5 7 4
..		86 8 ...	...	...	..	263 8 ..	167 ...	6 ...	173 ...	90 8 ...	...	6 6 6	3 3 3
..		352 ...	11 9 ...	...	...	715 9 ..	704 ...	12 ...	716 ...	...	... 7	16 4 4	8 ... ...
..		120 ...	9 8 ...	...	..	249 8 ..	240 ...	9 ...	249 ..	... 8	...	6 8 10	3 2 6
96		96 ...	10 3 ...	...	..	394 3 ...	390 ...	.. ..	390 ...	4 3	...	13 ...	6 6 5
96		96 ...	9 13 ...	...	...	393 13 ...	398 ...	... ...	398 ...	...	4 3	14 3 5	6 13 9
144		48 ...	10 13 ...	...	...	330 13 ..	279 6 3	7 12 ..	287 2 3	43 10 9	...	12 7 9	5 9 1
72		96 ...	11 ...	...	...	307 ...	247 1 4	14 12 ...	261 13 4	45 2 8	...	10 7 7	5 1 11
60		96 ...	11 12 ...	...	7 15 1	303 11 1	249 ... 6	17 ...	266 ... 6	37 10 7	...	9 13 8	4 11 10
..		180 ...	...	7 2 ...	...	367 2 ...	375 ...	6 ...	381 ...	...	13 14 ...	9 12 4	4 9 10
..		180 ...	...	2 4 ...	...	362 4 ...	363 ..	...	363 ...	...	... 12 ...	9 1 2	4 8 ...
408		3,132 13 4	128 3 ...	25 15 ...	7 15 1	7,335 13 9	6,915 3 ...	120 8 9	7,035 9 9	319 8 ...	19 4 ...	9 3 11	4 8 2
408		7,702 6 5	434 4 ...	25 15 ...	137 15 1	15,902 7 10	14,051 12 3	792 6 6	14,844 2 9	1,190 6 1	132 1 ...	12 .. 11	5 10 2

to Rs. 13-8-0 were cancelled by the Deputy Commissioner; Rs. 28-8-0 not drawn, and Rs. 7-8-0 refunded by him.
Rs. 14-8 Ditto Rs. 58-8-0 Ditto and Rs. 17-8-0 Ditto.

No.

INSTITUTIONS FOR

Private Schools of the Middle Class

1		2		3	4	5	6	7	8	9	9 A	9 B	9 C	10	11
					Number of Pupils on the rolls at the close of the year.					Number of Pupils studying each language at the close of the year.					R
Name of Institution.		Locality.		When Established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of Schooling fee.	From Government.
R. PINDI CIRCLE.															
1	Church of Scotland M. School (Cant.)	Sealkote, ...		April 1860, ...	40	42	1	83	55	37	24	35	...	½ to 2 as.	360
2	Church of Scotland Mission, ...	Wuzeerabad, ...		15th Jany. '63,	69	45	...	114	100	37	35	42	...	Do.	650
3	American Presb. M. School (Cants.,)	Rawul Pindi, ...		1862,	54	21	2	77	62	54	23	23	...	2 Annas.	350
	Elementary English Schools attached to Govt. Ver. ones.			Total, ...	163	108	3	274	217	128	82	100	...	...	1,360
	District.	School.													
1	Goojranwalla,	Bootala, ...	English Scholars,	1st Jany. 1861,	...	...	...	...	...	...	...	...	...	4 Annas.	300
			Anglo-Vernacular do.		13	7	7	27	19	27	27	27	..		
2		Ram Nuggur,	English Scholars,	17th Augt. 1862,	2	2	..	4	7	4	...	...	...	Do.	240
			Anglo-Vernacular do.		17	1	11	29	28	29	22	22	7		
3		Akalgurh, ...	English Scholars,	2nd Octr. 1862,	...	.	1	1	3	1	...	...	...	Do.	165 10
			Anglo-Vernacular do.		15	1	2	18	22	18	...	18	..		
4	Sealkote, ...	Pusroor, ...	English Scholars,	1st Jany. 1862,	4	1	...	5	4	5	...	...	...	...	180
			Anglo-Vernacular do.		14	5	1	20	17	20	9	20	..		
5		Duska, ...	English Scholars,	1st Octr. 1862,	...	...	.	...	...	...	...	...	...	...	180
			Anglo-Vernacular do.		26	14	..	40	30	40	19	40	...		
6		Zuffurwal, ...	English Scholars,	1st Novr. 1862,	3	2		5	5	5	...	...	...	...	180
			Anglo-Vernacular do.		30	9	...	39	39	39	30	39	..		
7	Shahpore, ...	Shahpore, ...	English Scholars,	1st June 1864,	18	5	.	23	16	23	...	...	...	8 Annas.	300
			Anglo-Vernacular do.		17	16	..	33	32	33	33	33	..		
8		Khoshab, ...	English Scholars,	1st Novr. 1866,	20	8	3	31	19	31	...	...	...	...	75
			Anglo- Vernacular do.		...	...	.	...	...	...	...	...	..		
9	Jhung, ...	Shorekote, ...	English Scholars,	6th Feb. 1865,	...	...	...	...	...	...	...	...	..	...	180
			Anglo-Vernacular do.		38	5	..	43	40	43	...	...	..		
10		Mugyana, ...	English Scholars,	1st Augt. 1866,	...	..		...	...	...	...	...	..	1 Ana.	225
			Anglo-Vernacular do.		47	11	..	58	41	58	...	...			
		Total of	Elementary English	Schools, ...	47	18	4	69	322	376	140	199	7	..	2,025 10
18		Grand To	tal of Middle Class	Schools, ...	210	126	7	343	539	504	222	299	7	...	3,385 10
FRONTIER CIRCLE.															
1	Church Mission School, ...	Nowshera, ...		1st July 1861,	24	60	..	84	53	35	30	19	...	1 Ana.	360
2	Church Mission School (Cants.,)	Peshawur, ...		1860,	50	19	2	71	59	50	10	71	...	1 & 2 As.	240
3	Regimental School, Corps of Guides (H. M.) ...	Hoti Murdan, † ...		October 1866,	4	14	...	18	11	18	...	...	...	1 R.	120
				Total, ...	78	93	2	173	123	103	40	90	...	...	720
	ABSTRACT.														
25	Amballa Circle, ...	...		...	467	98	15	580	1,092	1,052	376	507	263	...	7,536 4
52	Lahore Circle, ..	...		...	443	103	50	596	1,231	1,363	687	1,291	101	...	7,133 15
13	Rawul Pindee Circle, ..	..		...	210	126	7	343	539	504	222	299	7	...	3,385 10
3	Frontier Circle, ..	...		...	78	93	2	173	123	103	40	90	...	...	720
73	GRAND TOTAL, ...	...		...	1,198	420	74	1,692	a 2,985	3,022	1,325	2,187	371	...	18,775 14

* Closed from 1st April 1867. † Rs.53-8 to be refunded.

a. Elementary English Schools, English Scholars, ... 197
Ditto Anglo-Vernacular Scholars, ... 1,696
Average attendance at other Schools, ... 1,092

Total, ... 2,985

VI.—*Concluded.*

GENERAL EDUCATION.

open to Government Inspection for 1866-67.

12	13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.							CHARGES.					ANNUAL COST OF EDUCATING EACH PUPIL.	
Proceeds of endowment.	Local rate of Assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
...		392 10 9	24 8 9	...	...	777 3 6	747 8 ...	29 11 6	777 3 6	...	...	14 2 1	6 8 9
358 11 6		361 2 6	40 10 6	...	...	1,410 8 6	1,391 ...	19 8 6	1,410 8 6	...	...	14 1 8	6 8 ..
460 ...		321 15 3	84 6 3	...	...	1,216 5 6	1,123 6 6	82 15 ..	1,206 5 6	10 ...	...	19 7 4	5 10 4
818 11 6		1,075 12 6	149 9 6	...	...	3,404 1 6	3,261 14 6	132 3 ..	3,394 1 6	10 ...	...	15 10 3	6 4 3
.. ...		300 ...	1 6 ...	...	...	601 6 ...	600	1 6 ..	601 6 ..	.. ...	.. ...	31 10 5	15 12 8
.. ...		240 ...	5 5 ...	...	...	485 5 ...	480	.. .. ..	480	5 5 ..	.. ...	13 11 5	6 13 9
.. ..		150 4 .	20 4 ...	...	...	336 2 3	331 4 6	.. .. ..	331 4 6	4 13 9	.. ...	13 4 .	6 10 ...
.. ...		180 ...	.. ...	4 9 3	.. ...	364 9 3	360	4 9 3	364 9 3	.. ...	.. ...	17 5 9	8 9 2
.. ...		180 ...	.. ...	2 ...	.. ...	362 ..	360 ...	2	362 ...	.. .. ..	.. ...	12 1 1	6 .. ...
.. ...		180 ...	.. ...	7 ...	27 ...	394 ...	360 ...	34	394 ..	.. .. ..	.. ...	8 15 3	4 1 5
.. ...		300 ...	15 3 6	9 9	.. ...	624 12 6	612 ...	.. .. ..	612 ..	12 12 6	.. ...	10 14 9	5 5 9
.. ...		75 ...	.. ...	1 6 .	.. ...	151 6 .	150 ...	.. ...	150 ..	1 6 ..	.. ...	7 14 4	3 15 2
264 ...	Nil.	.. ..	.. ...	.. ...	.. ...	444 ...	366 ...	89 5 8	455 5 8	.. ..	11 5 8	11 6 2	4 8 ...
719 8 ...		.. ...	.. 11 ...	23 8 ..	.. ...	968 11 ...	454 ...	220 6 6	674 6 6	294 4 6	...	16 7 2	5 7 10
983 8 ...		1,605 4 ..	42 13 6	48 ... 3	27 ...	4,732 4 ..	4,073 4 6	351 11 5	4,424 15 11	318 9 9	11 5 8	13 11 11	6 4 8
802 3 6		2,681 ... 6	192 7 ..	48 .. 3	27 . ..	8,136 5 6	7,335 3 ..	483 14 5	7,819 1 5	328 9 9	11 5 8	14 8 1	6 4 6
.. ...		595 3 ..	12 1 ...	... ...	.. .. ..	967 4 ..	925 7 ..	41 13 ..	967 4 ..	.. ...	.. ...	18 4 ...	6 12 8
.. ...		673 5 ..	45 1 ...	.. ...	...	958 6 ..	935 2 ...	23 4 ..	958 6 ..	.. ...	.. ...	16 3 11	4 1 1
.. ...		.. ...	120 ...	... ...	.. .. ..	240	120 .	13	133	107 ...	.. ...	12 1 6	6 ... 9
.. ...		1,268 8 ...	177 2 ...	... ...	.. .. ..	2,165 10 ..	1,980 9 ..	78 1 ..	2,058 10 ...	107 ...	... ...	16 11 8	5 6 8
1,481 13 6		4,840 6 1	573 4 11	143 8 ..	3,352 3 5	17,927 8 7	16,329 12 6	1,553 3 3	17,882 15 9	260 10 3	225 1 5	16 4 10	6 13 5
468 .		7,702 6 5	434 4 ...	25 15 ...	137 15 1	15,902 7 10	14,051 12 3	792 6 6	14,844 2 9	1,190 6 1	132 1 ...	12 ... 11	5 10 2
802 3 6		2,681 ... 6	192 7 ...	48 ... 3	27 ...	8,136 5 6	7,335 3 ..	483 14 5	7,819 1 5	328 9 9	11 5 8	14 8 1	6 4 6
..		1,268 8 ...	177 2 ..	... ...	... ...	2,165 10 ...	1,980 9 ..	78 1 ..	2,058 10 ...	107 ...	. ...	16 11 8	5 6 8
1,752 1 ..		16,492 5 ...	1,377 1 11	217 7 3	3,517 2 6	44,131 15 11	39,697 4 9	2,907 9 2	42,604 13 11	1,895 10 1	368 8 1	14 3 11	6 2 8

No.

INSTITUTIONS FOR

Private Schools of the Lower Class open to

1	2	3	4	5	6	7	8	9	9A	9B	9C	10	11	
			No. of Pupils on the rolls at the close of the year.					No. of Pupils studying each language at the close of the year.					Re	
Name of Institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of schooling fee.	From Government.	Proceeds of endowments.
AMBALLA CIR.														
1 Vernacular School,	Loodhiana,	1st Oct. 1864,	7	68	1	76	68		57	76		1 to 2 as.	180	..
LAHORE CIR.														
1 Ver. Lectures Society Diffusion Useful Knowledge,	Lahore. ...	May 1866,	40	30	14	84	101		...	84		...	328	2 7
Library of the Society Diffusion Useful Knowledge,	Lahore, ...		...	...	...	...	...	*Nil.*	...	...	*Nil.*	...	500	Nil
		Total, ...	47	98	15	160	169		57	160		...	1,008	2 7

VI. A.

GENERAL EDUCATION.

Government Inspection for 1866-67.

13	14			15			16	17	18			19			20			21			22			23			24			25		
CEIPTS.												CHARGES															ANNUAL COST OF EDUCATING EACH PUPIL.					
Local rate of assessment	Subscriptions, donations, &c			Fees, fines, &c.			Sale of Books	Other Sources	TOTAL			Current			Extraordinary			TOTAL.			Excess of receipts over charges			Excess of charges over receipts			Total cost.			Cost to Government		
	120	.		63	9				363	9		420			30	1		450	1					86	8		6	9	11	2	10	4
	1,141	8							1,469	10	7	316	8		406		9	722	8	9	747	1	10				7	2	6	3	4	..
Nil	500						Nil	Nil	1,000			..			1,000			1,000									..					..
	1,761	8		63	9				2,833	3	7	736	8		1,436	1	9	2,172	9	9	747	1	10	86	8		6	15		3		1

No.

INSTITUTIONS FOR

Private Schools (Female), open

1	2		3	4	5	6	7	8	9	9A	9B	9C	10	11	
				Number of Pupils on the rolls at the close of the year.					Number of Pupils studying each language at the close of the year.					R	
Name of Institution.	Locality.	Number of Schools.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of schooling fee.	From Government.	
AMBALLA CIRCLE.															
1 Punjab Girls' School, ..	Simlah, ...	1	1st Jany. '66,	0	0	26	26	23	26	0	0	0	10 Rs	3,300 0 0 11,200 0 0	F.
2 American Presb. M. Orphanage,	Loodhiana, ...	1	1836,	0	0	46	46	44	28	0	43	0	0	612 0 0	
3 Soc. P. G. Mission School,	Delhi, ...	1	1860,	0	47	0	47	21	0	0	47	0	0	300 0 0	
4 American Presb. Mission School,	Subathoo, ..	1	1862,	13	2	0	15	13	0	0	10	13	0	180 0 0	
5 Church Mission School, .	Kotegurh, .	1	1844,	13	0	2	15	15	0	0	0	15	0	120 0 0	
6 Schools managed by Native Committee under Deputy Commr.,	Hissar, *a* .	2	1865,	31	4	0	35	33	0	0	0	35	0	220 0 0	
7 Ditto do. do., ..	Bhewani, *b* ..	2	1865,	0	37	0	37	33	0	0	37	0	0	176 0 0	
	Total, ..	9	...	57	90	74	221	185	54	0	137	63	0	16,108 0 0	
LAHORE CIRCLE.															
1 Schools managed by Nat. Comt.,	Lahore, ..	173	April 1863,	858	1,639	0	2,497	2,058	0	1,192	447	858	0	5,688 0 0	
2 Ditto do. do.,	Amritsar, ..	116	9th Mar. '63,	2,053	1,039	0	3,092	2,425	0	596	443	2,053	0	7,560 0 0	
3 Church Mission Orphanage, ...	Amritsar, ..	1	1854,	0	0	35	35	33	20	0	33	0	0	584 0 0	
4 Lady Lawrence Girls' Schools, ...	Amritsar, .	7	1854 to 1867,	82	62	9	153	143	0	0	71	*c* 82	0	616 0 0	
5 American Presbyterian Mission Christian Girls' School, ..	Lahore, ...	1	1864,	1	0	31	32	17	32	0	15	0	8 As to 2 Rs.	420 0 0	Vie
6 Church Mission School, .	Kangra, ...	1	1860,	36	1	5	42	36	3	0	39	0	0	180 0 0	
7 Schools managed by Native Committee under Deputy Commr.,	Mooltan, *d* .		1864-65,	0	0	0	0	0	0	0	0	0	0	250 9 9	
8 Ditto, do. do.,	Ferozepore,	5	1864-65,	19	98	0	117	88	0	0	0	0	0	* 192 8 0	
9 School for Girls' of European parentage, ..	Lahore, .	1	1857-58,	0	0	38	38	35	38	0	0	0	4 Rs.	820 0 0	
10 Schools for Hindoos managed by Native Comt. under Deputy Commissioner, ...	Jullunder, ..	42	1st May 1864,	811	0	86	930	845	0	0	0	930	0	1,011 5 8	
11 Schools managed by Native Comt. under Deputy Commr.,	Kangra, *e* ..	50	15th June '65,	861	96	0	957	747	0	29	96	861	0	1,372 1 6	
12 Church Mission Schools, ...	Mooltan, ...	5	1865,	0	61	8	69	53	0	0	61	*f* 8	0	175 0 0	
	Total, ...	402		4,754	2,996	212	7,962	6,480	93	1,817	1,205	4,792	0	18,895 8 11	
RAWUL P. CIRCLE															
1 American Presb. Mission School,	Rawul Pindee,	1	1863,	59	0	0	59	43	0	0	0	*g* 59	0	96 0 0	
2 Schools managed by Native Comt. under Deputy Commr.,	Goojranwala,	10	1st Jany. '65,	79	125	19	223	188	0	0	125	98	0	420 0 0	
3 Ditto, do. do., ..	Sealkote, ..	128	1st July 1865,	640	1,886	88	2,614	1,993	0	1,886	1,886	640	0	4,992 0 0	
4 Badee Khem Sing's Schools,	Jhelum, ‡ .	37	1863 to 1864	648	98	0	746	651	0	0	98	648	0	1,487 0 0	
5 Ditto, do do., .	Rawul Pindee,	64	1863 & 1864,	2,207	211	0	2,418	2,158	0	0	211	2,207	0	3,310 0 0	
	Total, ..	240	.	3,633	2,320	107	6,060	5,033	0	1,886	2,320	3,652	0	10,305 0 0	
	GRAND TOTAL, ..	651	....	8,444	5,406	393	14,243	11,698	117	3,703	3,662	8,507	0	15,308 8 11	

* Return for 2nd half year returned for correction and not received back. † The Deputy Commissioner reports an additional income embodied in this Statement. ‡ Of the 37 Schools, half-yearly Returns for 12 not received. In calculating the cost to Government per he

VI. B.

GENERAL EDUCATION.

to Government Inspection for 1866-67.

13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.						CHARGES.					Annual cost of educating each Pupil.		
Proceeds of Endowment.	Subscriptions, donations, &c.	Fees, fines, &c	Sale of Books	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.	REMARKS.
0 0 0	1,150 0 0	2,750		0 0 0	7,200 0 0	7,200 0 0	0 0 0	7,200 0 0	0 0 0	0 0 0	513 0 8	143 7 8	
Endowment and Building Fund.													
900 0 0	0 0 0	0		0 0 0	1,512 0 0	1,430 6 6	40 0 9	1,470 7 3	41 8 9	0 0 0	33 6 9	13 14 7	
0 0 0	0 0 0	0		360 0 0	660 0 0	780 11 0	11 0 0	791 11 0	0 0 0	131 11 0	32 15 9	12 8 0	
80 0 0	22 12 9	0		81 13 9	364 10 6	316 12 0	47 14 6	364 10 6	0 0 0	0 0 0	28 0 9	13 13 6	
60 0 0	0 0 0	0		72 5 0	252 5 0	240 0 0	12 5 0	252 5 0	0 0 0	0 0 0	16 13 2	8 0 0	
0 0 0	239 4 0	0		0 0 0	459 4 0	227 4 0	122 0 0	349 4 0	110 0 0	0 0 0	10 0 4	5 4 8	a 15-6-0 to be refunded.
0 0 0	211 4 0	0		0 0 0	387 4 0	181 10 0	80 0 0	261 10 0	122 10 0	0 0 0	8 0 4	4 0 2	b 13-11 "
1,040 0 0	1,623 4 9	2,750		514 2 9	10,835 7 6	10,379 11 6	313 4 3	10,692 15 9	271 2 9	131 11 0	57 12 9	26 0 9	
1,406 12 0	0 0 0	0		0 0 0	7,094 12 0	6,412 6 6	1,235 1 9	7,647 8 3	0 0 0	552 12 3	9 11 5	2 12 3	
1,200 0 0	3,516 15 9	0		0 0 0	12,276 15 9	10,520 4 0	840 12 8	11,361 0 8	915 15 1	0 0 0	4 10 11	3 1 11	
0 0 0	834 0 0	0		0 0 0	1,498 0 0	1,314 8 0	35 8 0	1,350 0 0	68 0 0	0 0 0	40 14 7	17 11 2	
655 12 0	150 0 0	0		0 0 0	1,121 12 0	1,363 5 0	58 7 0	1,421 12 0	0 0 0	0 0 0	9 15 1	4 4 11	c Punjabi.
0 0 0	762 0 0	150		25 0 0	1,357 0 0	1,320 0 0	67 0 0	1,387 0 0	0 0 0	30 0 0	81 9 5	24 11 3	
0 0 0	180 0 0	0	Nil.	0 0 0	360 0 0	363 0 0	101 0 0	464 0 0	0 0 0	104 0 0	12 14 3	5 0 0	
0 0 0	0 0 0	0		0 0 0	256 9 9	256 9 9	0 0 0	256 9 9	0 0 0	0 0 0	0 0 0	0 0 0	d Arrears of 1865 66
0 0 0	0 0 0	0		0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	paid during 1866 67.
0 0 0	0 0 0	853		0 0 0	1,693 0 0	1,476 0 0	221 6 0	1,697 6 0	0 0 0	4 6 0	48 7 11	24 0 0	
0 0 0	1,011 5 7	0		0 0 0	2,022 11 3	1,983 0 9	39 10 6	2,022 11 3	0 0 0	0 0 0	2 6 1	1 3 2	
0 0 0	1,366 13 9	0		0 0 0	2,738 15 3	2,733 11 6	0 0 0	2,733 11 6	5 3 9	0 0 0	9 10 7	1 14 3	e Rs. 5-3-0
0 0 0	0 0 0	0		213 4 9	388 4 9	360 12 9	0 0 0	360 12 9	27 8 0	0 0 0	6 12 11	3 1 10	not drawn by Deputy Commr.
3,262 8 0	7,821 3 1	1,003		238 1 9	31,028 0 9	28,103 10 3	2,598 13 11	30,702 8 2	1,016 10 10	691 2 3	4 11 10	2 14 2	f Goormokhi.
0 0 0	241 8 6	0		0 0 0	337 8 6	301 14 0	35 10 6	337 8 6	0 0 0	0 0 0	7 13 7	2 3 9	g Goormokhi.
0 0 0	420 0 0	0		0 0 0	840 0 0	840 0 0	0 0 0	840 0 0	0 0 0	0 0 0	4 7 6	2 3 9	
0 0 0	5,994 13 9	0		0 0 0	10,986 13 9	8,051 11 4	2,124 13 0	10,176 8 4	810 5 5	0 0 0	5 1 8	2 8 1	
0 0 0	0 0 0	0		0 0 0	1,032 0 0	1,032 0 0	0 0 0	1,032 0 0	0 0 0	0 0 0	1 9 4	1 9 4	
778 0 0	0 0 0	0		0 0 0	4,088 0 0	4,312 0 0	0 0 0	4,312 0 0	0 0 0	254 0 0	2 0 2	1 8 7	
778 0 0	6,656 6 3	0		0 0 0	17,284 6 3	14,567 9 4	2,160 7 6	16,[illegible]8 0 0	810 5 5	254 0 0	3 5 2	1 15 4	
5,080 8 0	16,100 14 1	3,753		752 7 6	59,147 14 6	53,050 15 1	5,072 9 [illegible]	[illegible],123 8 9	2,101 3 0	1,076 13 3	4 15 6	2 13 9	

of Rupees, 768, from private sources on account of 37 Schools during the 1st half year of 1866 67. This information came too late to be the grant paid to the 12 Schools has been omitted.

No.

INSTITUTIONS FOR

Private Schools of the Lower Class (Indigenous

1	2	3	4	5	6	7	8	9	9 A	9 B	9 C	9 D	10	11			12	13	
Name of Districts.	Number of Schools.	When Established.	Number of Pupils on the rolls at the close of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Pupils studying each language at the close of the year. Persian.	Urdu.	Nagri.	Sanscrit.	Miscellaneous.	Monthly rate of Schooling fee.	From Government.			Local rate of assessment.	Proceeds of entertainment.	R
AMBALLA CIR.																			
1 Delhi, ...	63					...	1,273	186	391	178	32	559		a 1,020	...	..		933	
2 Goorgaon, ...	75					...	893	274	...	455	38	126		...	...	..		..	
3 Kurnal, ...	58					...	965	246	135	414	170	965		...	...	..		..	
4 Amballah, ...	209					...	2,699	358	38	73	c 375	1,856		...	...			2,342	
5 Loodhiana, ...	110					...	1,363	105	18	110	131	1,052		b 200	...	..		..	
6 Simla, ...	1					...	33	...	33	.	...	33		c 300	...	..		...	
7 Rohtuk, ...	69					...	948	151	15	391	136	252		...	...	..		23	
8 Hissar, ...	27					...	933	91	...	40	187	615		...	...	..		...	
9 Sirsa, ..	26					..	269	15	..	...	...	304		...	.	...		.	
Total, ...	637					...	9,376	1,426	630	1,664	1,069	5,762		1,520	..	...		3,298	
LAHORE CIR.																			
1 Ferozepore, .	149					...	846	88	5	31	22	700		...	...	..		200	
2 Lahore, ...	209					..	2,479	529	113	33	92	1,712		...	...	..		185	14
3 Jullundur, ...	258					...	3,349	565	37	250	184	2,313		60	..	...		.	
4 Hooshiarpore, ...	241					...	2,975	884	85	99	663	1,214		..	..			..	
5 Kangra, ...	25					...	443	80	77	171	102	13		140	.			.	
6 Amritsar, ...	270					...	3,519	890	121	99	507	1,902		80	..	..		317	10
7 Goordaspore, .	205					...	2,182	1,053	29	103	363	634		120	.	..		...	
8 Mooltan, ...	103	Nil.	Nil.	Nil.	Nil.	...	1,135	256	5	70	87	717	Nil.	...	.	...	Nil.	..	
9 Montgomery, ...	39					..	387	211	...	21	20	135		...	...	.		..	
Total, ...	1,499					...	17,315	4,556	472	877	2,040	9,370		400	.			703	9
R. PINDI CIRCLE.																			
1 Rawul Pindee, ...	322					3,892	...	497	15	50	154	3,176		d { 108	..			.	
2 Jhelum, ..	721					7,346	...	894	20	85	118	6,229		{ 100	..	.		...	
3 Goojerat, ..	377					3,531	...	158	...	54	300	3,019		e 80	...	...		...	
4 Shahpore, .	233					3,355	..	167	29	20	42	3,097		...	...			...	
5 Goojranwala, ..	193					1,882	...	484	..	...	58	1,340		...		..			
6 Sealkote, .	426					3,872	..	812	30	...	10	3,020		f 90	.	.		619	8
7 Jhung, ..	256					1,888	...	166		10	39	1,673				.		627	8
Total,	2,528					25,766	...	3,178	94	219	721	21,554		378	..			1,247	
FRONTIER CIR.																			
1 Mozuffurgurh,	61					396	..	155	.	27	14	200							
2 Dera Ghazee Khan, ...	154					1,226	...	502	5	152	...	567							
3 Dera Ismail Khan,	62					726	.	239	.	74	.	413						327	
4 Kohat, .	31					433	..	177		30	.	226						.	
5 Bunnoo, .	55					797	..	33	...	.	43	721						45	1
6 Huzara, .	407					3,719	..	584	65	191	73	2,806							
7 Peshawur, .	..	No. return received.				...	..	..	...	..	...	.		.					
Total, .	770					7,297		1,690	70	474	130	4,933		...				372	1
GRAND TOTAL,	5,434					83,063	26,691	10,850	1,266	3,234	3,960	41,619		2,298				5,620	

VI C.

GENERAL EDUCATION.

Schools) open to Government Inspection for 1866-67.

14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.					CHARGES.			Excess of receipts over charges.	Excess of charges over receipts.	ANNUAL COST OF EDUCATING EACH PUPIL.		REMARKS.
Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.			Total cost.	Cost to Government.	
402 ...	954 12 ..	Nil.	577 4 ..	3,977	3,977	Nil.	3,977	Nil.	Nil.	3 2 ..	... 12 10	a Grant made to Branch Schools at Dehli.
2,259	2		419 8 6	2,710 8 6	2,710 8 6		2,710 8 6			3 ... 7	... .	
1,747	... ...		.. .. ..	1,747	1,747		1,747			1 13 ..	.. ..	
3,001 14 ...	66 4 ..		68 4 3	5,478 6 3	5,478 6 3		5,478 6 3			2 .. 6	.. ..	
91	1,129		765 8 ..	2,185 8 ..	2,185 8 ..		2,185 8 ...			1 9 8	.. 2 4	b Do. Loodiana Mission Branch School.
.. .. ..	16 8 ...		.. .. ..	316 8 ..	316 8 ..		316 8 ...			9 9 5	9 1 5	c Do. Branch to Zillah School.
30 12 ...	1,357 8 ...		448 4 ..	1,859 8 ..	1,859 8 ..		1,859 8 ...			1 15 5	.. ..	
832	367 8 ...		777 4 ..	1,976 12 ..	1,976 12 ..		1,976 12 ..			2 1 11	.. .. ..	
524	... ...		.. .. ..	524	524		524			1 15 2	... .	
8,977 10 ..	3,893 8 ...		3,086 .. 9	20,775 2 9	20,775 2 9		20,775 2 9			2 3 5	... 2 7	
.. .. ..	41		42	283	283		283			.. 5 4	.. ..	
1,532 11 ..	74		596	2,388 9 2	2,388 9 2		2,388 9 2			.. 15 5	.. ..	
4,787 8 ...	... ...		.. .. ..	4,847 8 ..	4,847 8 ...		4,847 8 ...			1 7 2	 3	
4,174 4 ..	... .		531	4,705 4 ..	4,705 4 ..		4,705 4 ...			1 9 4	.. .. ..	
934	16 8 ..		72	1,162 8 ..	1,162 8 ...		1,162 8 ...			2 9 11	.. 5 .	
1,942	2,584 12 ..		3,896	8,820 6 6	8,820 6 6		8,820 6 6			2 8 1	 4	
2,080 ...	165		96	2,470	2,470		2,470			1 2 1	 11	
1,456	.. .. ..		432	1,888	1,888		1,888			1 10 7	.. ..	
... ...	.. .. ..		72	72	72		72 ...			.. 2 11	.. ..	
16,915 7 ...	2,881 4 ..		5,737	26,637 3 8	26,637 3 8		26,637 3 8			3 10 3	 4	
497	... ...		... ...	605	605		605			.. 2 6	 5	d Grants made to Bedee Khem Singh's Female Schools in the Rawul Pindi and Jhelum Districts under Article 14 have been shown in this Statement.
6,246 8 ...	... ...		... ...	6,346 8 ..	6,346 8 ..		6,346 8 ...			.. 13 9	 2	
1,990 ... 5	.. .. ..		4,639 ... 4	6,709 .. 9	6,709 .. 9		6,709 ... 9			1 14 4	 4	
4,452	.. .. ..		3,992	8,444	8,444		8,444			2 8 3	.. .. ..	
1,281	1,118		... ...	2,399	2,399		2,399 .			1 4 4	.. ..	
3,290	.. .. ..		90	4,089 8 ..	4,089 8 ..		4,089 8			1 5 ..	 4	e Grant made to Mission School at Goojrat.
1,448 7 ..	25 8 ..		887 4 ...	2,988 11 ..	2,988 11 ..		2,988 11 ...			1 9 3	.. ..	
19,204 15 5	1,143 8 ...		9,608 4 4	31,581 11 9	31,581 11 9		31,581 11 9			1 3 9	 3	f Do. Branch to Zillah School.
.. .. ..	.. .. ..		... ...	... .	.. .. ..		...			.. .. ..	.. .. ..	
153	.. .. ..		284	437	437		437 .			.. 5 8	.. ...	
.. .. ..	... ...		... ...	.. .. ..	.. .. ..		.. ...			.. .. ..	.. .. ..	
265	... .		... ...	592	592		592 ...			1 5 11	.. .. ..	
953	.. .. ..		72	1,025	1,025		1,025			1 4 7	.. ..	
.. .. ..	.. .. ..		... .	45 1 ..	45 1 ..		45 1 .			 2	.. ..	
... ...	.. .. ..		... .	.. .. ..	.. .. ..		... .			.. .. ..	.. .. ..	
1,371	... ...		356	2,099 1 ..	2,099 1 ..		2,099 1			.. 4 7	... . ..	
6,469 ... 5	7,918 4 ...		18,787 5 1	81,093 3 2	81,093 3 2		81,093 3 2			1 5 7	 1	

No.

GOVERNMENT INSTITUTIONS FOR

(Including Normal

1	2	3	4	5	6	7	8	9	9A	9B	9C	10	11	
Name of Institution.	Locality.	When established.	No. of Pupils on the rolls at the close of the year.				Average daily attendance.	No. of Pupils studying each language at the close of the year.				Monthly rate of schooling fee.	Re From Government	
			Hindoos.	Mahomedans.	Others.	Total.		Persian.	Urdu.	English.	Nagri.			
Normal Schools.	**AMBALLA CIR.**											Nil.		
	1 Delhi, ..	17th Apl. 1859,	39	31	...	70	65	58	70	30	12		6,524	
	LAHORE CIR.													
	1 Lahore, ...	27th May 1856,	24	70	10	104	76	104	104	78	...		7,936	12
	2 Mooltan, ...	1st July 1859,	1	8	..	9	10	9	9	...	...		83	...
	3 Hooshiarpore, ...	1st July 1859,	2	7	1	10	16	9	10	...	1		37	8
		Total, ...	27	85	11	123	102	122	123	78	1		8,057	4
	R. PINDEE CIRCLE.													
	1 Rawul Pindee,	10th Novr. 1857,	14	24	3	41	43	41	41	...	..		2,180	15
	FRONTIER CIRCLE.													
	1 Dera Ismail Khan, ...	1st Jany. 1860,	6	11	..	17	13	17	17	...	...		1,114	
	2 Peshawur,	22nd June 1860,	6	22		28	13	28	28	...	...		616	12
		Total, ...	12	33	...	45	26	45	45	...	.		1,730	12
	7 GRAND	TOTAL ...	92	173	14	279	236	266	279	108	13		18,492	15

VII.

SPECIAL OR PROFESSIONAL EDUCATION.

Schools) for 1866-67.

12	13	14	15	16	17	18	19	20	21	22	23	24	25
CEIPTS.							CHARGES.					ANNUAL COST OF EDUCATING EACH PUPIL.	
Local rate of assessment.	Proceeds of endowment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
5,114 13 1	Nil.	Nil.	5 12 ..	Nil.	Nil.	11,644 9 1	11,438 13 1	205 12 ..	11,644 9 1	Nil.	Nil.	179 2 4	100 5 11
5,731 9 6			8 4 11			13,676 10 5	13,411 9 6	265 ... 11	13,676 10 5			179 15 4	104 6 11
1,018 15 11			.. ..			1,101 15 11	1,018 15 11	83	1,101 15 11			110 3 3	8 4 10
1,194 8 ...			.. ..			1,232	1,194 8 ...	37 8 ..	1,232			77	2 5 6
7,945 1 5			8 4 11			16,010 10 4	15,625 1 5	385 8 11	16,010 10 4			156 15 6	78 15 11
1,853 10 ..			1			4,035 9 ...	3,953 10 ..	81 15 ..	4,035 9 ...			93 13 7	50 11 6
758 3 4			6			1,878 3 4	1,838 3 4	40 ..	1,878 3 4			144 7 8	85 11 1
1,104 3 ...			3			1,723 15 ..	1,704 3 ...	19 12 ..	1,723 15 ...			132 9 9	47 7 1
1,862 6 4			9			3,602 2 4	3,542 6 4	59 12 ..	3,602 2 4			138 8 8	66 9 1
16,775 14 10			21 . 11			35,292 14 9	34,559 14 10	732 15 11	35,292 14 9			149 8 8	78 5 9

No.

PRIVATE INSTITUTIONS FOR

Including Normal

1	2	3	4	5	6	7	8	9	9 A	9 B	9 C	10	11	12
			Number of pupils on the rolls at the close of the year.					Number of pupils studying each language at the close of the year.						Re
Name of Institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Nagri.	Monthly rate of Schooling fee.	From Government.	Proceeds of endowment.
AMBALLA CIRCLE.														
1 Female Normal Schools S. P. G., ...	Delhi, ...	1st. Octr. 1863,	34	26	...	60	44	...	6	26	34	...	1,170	.
LAHORE CIRCLE.														
1 Female Normal School, managed by Native Com.,	Lahore, ...	Jany. 1865, ...	8	8	...	16	16	...	4	4	8	1ana	600	...
2 Do. Do.	Amritsur,	1st May, 1865,	15	2	...	17	17	...	2	...	15	...	600	...	600
3 Normal School, Christianity Vernacular Education Society, ...	Amritsur,	16th June, '65,	7	4	3	14	12	6	14	14	...	...	1,100	...
		TOTAL, ...	30	14	3	47	45	6	20	18	23	...	2,300	...	600
	GRAND	TOTAL, ...	64	40	3	107	89	6	26	44	57	...	3,470	...	600

VIII.

SPECIAL OR PROFESSIONAL EDUCATION.

Schools for 1866-67.

13	14			15			16	17			18			19			20			21			22			23			24			25		
RECEIPTS.														CHARGES.															*Annual cost of educating each Pupil.*					
Local rate of assessment.	Subscriptions, donations, &c.			Fees, fines, &c.			Sale of Books.	Other sources.			TOTAL.			Current.			Extraordinary.			TOTAL.			Excess of receipts over charges.			Excess of charges over receipts.			Total cost.			Cost to Government.		
Nil.	...	...	...	..	...	..	Nil.	1,012	12	1	3,112	12	1	3,451	..	...	84	15	...	3,535	15	..	...	...	.	123	2	11	80	5	9	26	9	5
	477	...	...	4	...	.		...	...	..	* 1,081	..	.	942	8	..	138	7	.	1,080	15	..	..	1	..	...	...	.	67	8	11	30	1	..
	...	..	...	.	..	.		...	...	.	† 1,200	...	...	1,159	8	...	18	10	6	1,178	2	6	21	13	6	...	.	.	69	4	10	31	10	5
	2,043	2	..	..	...	.		1,349	1	...	4,492	3	.	4,011	9	...	360	12	9	4,372	5	9	119	13	3	.	.	.	364	5	9	91	10	8
	2,520	2	...	4	..	...		1,349	1	.	6,773	3	..	6,113	9	...	517	14	3	6,631	7	3	141	11	9	.	.	.	147	5	10	48	3	7
	2,520	2	..	4	..	...		3,291	13	1	9,885	15	1	9,564	9	...	602	13	3	10,167	6	3	141	11	9	423	2	11	114	3	10	37	8	6

* 119 Rs. to be refunded. † 10-14-9 Rs. to be refunded.

No. IX.

Abstract of attendance at the Government and Private Institutions, for the year 1866-67.

		Number attending Colleges.	Number attending Superior Schools.	Number attending Inferior Schools.	Total.	Remarks.
General Education,	Government,	31	7,922	(a) 73,243	81,196	Town Schools, 8,598 Village Schools, 53,757 Female Schools, 6,198 Jail Schools, 4,690 (a) 73,243
	Private, ...	10	4,701	(b) 16,095	20,806	
Special Education,	Government,	...	279	...	279	Private Middle Class Schools, 1,692 „ Inferior ditto, 160 „ Female ditto, 14,243 (b) 16,095
	Private ...	...	107	...	107	
Total, ...		41	13,009	89,338	1,02,388	

No. X.

Abstract of Receipts and Charges at the Government and Private Institutions, during the year 1866-67.

		Receipts.												Charges.											
		Colleges.			Superior Schools.			Inferior Schools.			Total.			Colleges.			Superior Schools.			Inferior Schools.			Total.		
General Education,	Government,	38,154	7	6	1,57,281	..	1	(a) 2,32,484	12	3	4,27,920	3	10	38,154	7	6	1,57,281	...	1	(c) 2,32,484	12	3	4,27,920	3	10
	Private, ...	7,819	4	3	1,15,651	10	6	(b) 1,06,113	2	...	2,29,584	...	9	7,840	14	8	1,14,610	9	...	(d) 1,02,901	...	5	2,25,352	8	1
Special Education,	Government,	..	...	...	35.292	14	9	...	...	...	35,292	14	9	...	...	...	35,292	14	9	...	...	...	35,292	14	9
	Private, ...	...	...	...	9,885	15	1	...	...	...	9,885	15	1	...	...	...	10,167	6	3	...	...	...	10,167	6	3
Total, ...		45,973	11	9	3,18,111	8	5	3,38,597	14	3	7,02,683	2	5	45,995	6	2	3,17,351	14	1	3,35,385	12	8	6,98,733	...	11

REMARKS.

RECEIPTS.

Town Schools,	...	38,202	9	8
Village Schools	...	1,69,698	9	1
Female Schools,	...	21,901	0	9
Jail Schools,	...	2,682	8	9
	(a)	2,32,484	12	3
Private. Middle Class Schools,	...	44,131	15	11
„ Lower Schools,	...	2,833	3	7
„ Female Schools,	...	59,147	14	6
	(b)	1,06,113	2	0

CHARGES.

Town Schools,	...	38,202	9	8
Village Schools,	...	1,69,698	9	1
Female Schools,	...	21,901	0	9
Jail Schools,	...	2,682	8	9
	(c)	2,32,484	12	3
Private Middle Class Schools,	...	42,604	13	11
„ Inferior Schools,	...	2,172	9	9
„ Female Schools,	...	58,123	8	9
	(d)	1,02,901	0	5

NO. XI.

Abstract of Grants-in-aid received by Private Institutions during the year 1866-67.

	Colleges.			Superior Schools.			Inferior Schools.			Total.		
General Education, ...	5,546	8	...	59,847	7	10	(a) 67,390	9	9	1,32,784	9	7
Special Education, ...	...	...	...	3,470	...	...	...	...	...	3,470	...	...
Total, ...	5,546	8	...	63,317	7	10	67,390	9	9	1,36,254	9	7

REMARKS.

Private Middle Class Schools, ...	18,775	14	3
„ Inferior Do.	1,008	2	7
„ Indigenous Do.	2,298	0	0
„ Female Do.	45,308	8	11
(a)	67,390	9	9

NO. XII.

Progressive Statement of attendance and cost of educating at each Institution for the last five years.

	1862-63.			1863 64.			1864-65.			1865-66			1866-67.		
	Average attendance	Total Cost.	Cost of each pupil's Education	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost. of each pupil's Education.	Average attendance.	Total Cost.	Cost of each Pupil's Education.
Government College Lahore, —			..	7	2,780 10 3	397 3 9	7	16,062 15 2	2,294 11 4	8	18,809 15 4	2,351 4	10	18,158 1 2	1,845 12 9
Ditto Delhi, —				..	..	. .	14	14,281 9 10	1,020 1 10	21	16,434 4	782 9 4	16	19,696 6 4	1,231 4
NORMAL SCHOOLS.															
Delhi, —	64	6,481 8 10	100 4 5	93	9,741 14 3	104 12	87	7 937	91 3 8	84	10,371 7 7	123 7 6	65	11,644 9 1	179 2 4
Lahore, —	62	6,630 5 4	106 15 1	70	9,499 4 6	135 9 2	73	11,437 1 9	156 10 9	76	12,663 12 4	166 10 1	76	13,676	179 15 4
Mooltan, —	20	2,105 11 6	105 4 7	22	2,862 6 6	130 1 9	18	1,655 10 5	91 15 8	13	327 12 7	23 3 5	10	1,101	110 3 3
Hooshyarpore, —		..				..	34	4,005 13	117 13 1	14	348 10 3	24 3	16	1,232	77
Rawulpindi, —	50	4,329 12 2	66 9 6	43	4,026 5 7	93 10	50	5,427 10 3	108 8 10	55	4,130 15 4	75 1 9	43	4 035 9	93 13 7
Dera Ismail Khan, —	16	1,840 6 1	115 6	14	1,744	124 9 2	20	1,714	85 11 2	13	2,108 .	162 2 6	13	1,878 3 4	144 7 8
Peshawur, —	14	1,855 2 8	132 9 4	12	1,706 7 2	142 3 3	15	1,979	131 14 11	14	1,477 ..	105 8	13	1,723 15	132 9 9
ZILLAH SCHOOLS.															
Delhi, —	282	14,581 13 7	51 14 9	845	20,619 11 9	24 6 5	1,072	23,522 13	21 15 2	1,014	28,180 1	27 12 8	1,142	25,849 7	22 10 2
Rewaree, —	..	.		250	3,036 8 6	12 2 4	391	4,200 13	10 11 6	341	4,063	11 15 7	344	5,076 12 5	14 12 1
Simla, —	53	2,563 2 3	48 5 9	62	3,237 9	52 3 6	83	3,560	42 14 3	157	3 576 14	22 12 6	82	3,542 3	43 3 2
Jugadhree, —		..		75	2,513 14	33 8 3	325	3,134 2	9 10 4	337	3,991 8	11 13 5	384	4,601 2	11 15 7
Kurnal, —	54	2,188 13	40 8 6	98	2,561 12 3	26 2 3	194	3.379 1	17 5	221	3,287 15 9	14 14 1	198	3,433 9	17 5 7
Rohtuck, —	74	2,630 14	35 8 10	142	3,129 5 9	22 . 7	318	3,739	11 12 2	283	3,805 3	13 7 2	258	4,728 7 8	18 5 9
Behwanee, —	..	.				..	412	2,575	6 4	434	3 631 3 6	8 5 10	139	3,243 9 2	23 5 4
Jhujjur, —	78	1 639 13	21 4	99	1,959 14	19 12 8	122	1,893 13	15 8 4	258	2,478 1	11 11 11	221	3,003 13	13 9 6
Lahore, —	121	14,939	121 7 5	266	16,814	63 3 5	545	19,179 3	35 5 1	588	19,226 5	32 4 4	550	18,743 8	34 1 3
Amritsur, —	148	9.164 14	61 14 9	166	10,121 1 1	62 12 5	901	16,095 6 6	17 13 8	895	18,307 1 2	20 7 3	953	18,990 8 6	19 14 10
Hooshyarpore, —	106	3,832 11	36 2 6	101	4,306 7	42 10 4	91	4,716 1 9	51 13 2	288	6,395 6 1	22 3 4	313	6,200 14 4	19 13
Mooltan, —	71	4,412 .	62 11 9	66	5,021 13	76 1 5	96	5,996 3	62 7 4	159	8,566 15 6	53 14	150	9,266 11 9	61 12 5
Buttala, —	93	2.798 .	30 1 6	103	3,511	34 1 5	88	3.621	41 2 4	156	4,228 10 3	27 1 8	237	4,086 6 9	17 3 11
Noorpore, —							103	1,499 4	14 5 11	141	3 486 3 3	24 11 8	169	4,449 1 9	26 5 3
Rahoon, —	69	1,467 4	21 4 3	69	1,728 11 9	25 10	92	2,030 7 3	22 2	183	2 342 6	12 12 10	305	2,677 12 6	8 12 6
Ferozepore, —	110	3,583 3 6	32 9 2	102	3,810 15	37 5 10	196	4,140 3 9	21 2	205	4,325 1 3	21 1 7	135	4,515 13 9	18 15 7
Goojrat, —	113	3,799 3 8	33 9 11	116	3,379 12 7	29 2 2	198	7,222 13 6	36 7 8	236	7,443 12 11	31 8 8	229	7,203 . 7	31 7 3
Goojranwala, —	115	2,906 9	25 4 5	256	2,337 7	9 2 1	151	4,970 8 9	32 14 7	157	4,997 5 1	31 3 2	161	5,332 11 9	33 2
Behra, —	..						97	2.325 14 3	23 15 8	108	2,994 7 9	27 11 8	106	2,612 2 1	34 10 3
Sealkote, —	67	2.492 6	37 3 2	61	2,476 5 9	40 9 6	78	2,908 12 4	37 4 8	74	3,573 5 3	48 4 7	66	3,558 7 11	53 12 8
Jhung, —	71	2,597 10	36 9 5	94	2,440 7 1	25 15 5	104	3,134 11 3	30 2 3	129	3,503 13 6	27 2	135	3,978 12 6	29 7 7
Dera Ghazee Khan, —	82	2,205 8	26 14 10	99	2,669 6	26 15 4	91	3,247 10	25 11 ...	132	3 516 5 7	26 15 8	188	3,587 3 .	19 1 3
Abbottabad, —	54	1,480 6	27 6 8	48	1,590 .	32 . ..	73	1,780 14 9	24 7 8	82	2,002 2 6	29 3	62	2,118 11 1	34 2 9
Peshawur, —	..	..	.		.	.	.		..	151	3,716 5 7	40 6 4	123	6,480 12 8	52 8 5

No. XIV A.

Senior Scholarships or Scholarships gained at Colleges.

Names of Scholars.	College at which gained.	When gained	Monthly value of Scholarships.	For how long tenable.	For proficiency in what branch.	REMARKS.
FOURTH YEAR CLASS.						
1 J. Basten, ...	Mission College Lahore,	1st Jany. 67,	32 ...	1 year,	General Proficiency.	
2 G. Lewis, ...	Do.	Ditto,	27 ...	Ditto,	Ditto.	
3 Bharon Pershad, ...	Delhi Govt. College, ...	Ditto,	27 ...	Ditto,	Ditto.	
THIRD YEAR CLASS.						
1 Pundit Ram Narain, ...	Lahore Govt. College,...	Ditto,	27 ...	2 years,	Ditto.	
2 Hurdial Singh, ...	Delhi Do. ...	Ditto,	23 ...	Ditto,	Ditto.	
SECOND YEAR CLASS.						
1 Sudhi, ...	Lahore Mission College,	Ditto,	14 ...	1 year,	Ditto.	
2 Sheo Nath, ...	Delhi Govt. College, ...	Ditto,	12 ...	Ditto,	Ditto.	
3 Janki Dass, ...	Ditto, ...	Ditto,	12 ...	Ditto,	Ditto.	
4 Nund Kishore, ...	Ditto, ...	Ditto,	11 ...	Ditto,	Ditto.	
5 Jai Kishen, ...	Lahore Ditto, ...	Ditto,	11 ...	Ditto,	Ditto.	
FIRST YEAR CLASS.						
1 Wajid Allee, ...	Lahore Govt. College,...	Ditto,	14 ...	2 years.	Ditto.	
2 Kesree Singh, ...	Delhi Ditto, ...	Ditto,	13 ...	Ditto,	Ditto.	
3 Khithur Chunder, ...	Do. Ditto, ...	Ditto,	13 ...	Ditto,	Ditto.	
4 W. Harris, ...	Lahore Ditto, ...	Ditto,	12 ...	Ditto,	Ditto.	
5 Hurree Chund, ...	Do. Ditto, ...	Ditto,	11 ...	Ditto,	Ditto.	
6 Toolsee Ram, ...	Delhi Ditto, ...	Ditto,	11 ...	Ditto,	Ditto.	
7 Bashasher Nath, ...	Do. Ditto, ...	Ditto,	10 ...	Ditto,	Ditto.	
		TOTAL, ..	280			

No. XIV B.

Junior Scholarships gained at Schools.

No	Names of Scholars.	Schools at which gained.	When gained.	Free or stipendiary			For how long tenable.	For proficiency in what branch.
1	Madhonaram,	Delhi Zillah School	January 1867.	Free.	4		One year.	General Proficiency.
2	Shibnaram,				4			
3	Shee Nath,				4			
4	Madho Ram,				4			
5	Jankee Dass,				3			
6	Shadi Ram,				3			
7	Nuthoo Mull,				3			
8	Khatter Chunder,				3			
9	Toolsee Ram,				3			
10	Jeewa Nund,				3			
11	Walee Mahomed,				3			
12	Ram Surroop,				3			
13	Gunga Pershad,				2			
14	Luchman Dass,				2			
15	Hurjee Mull,				2			
16	Ram Sing,				2			
					48			
1	Some Dutt,	Rewaree Zillah School.			5			
2	Ram Rutton,				3			
3	Budree Pershad, 1st,				3			
4	Kunhya Lall,				3			
5	Ramnaram,				2			
6	Piryu Lall,				2			
7	Usgghur Hoosain,				4			
8	Sohun Lall,				2			
9	Luchme Naram				2			
10	Budree Pershad 2nd,				1			
					27			
1	Kirpa Ram,	Kurnal Zillah School			3			
2	Bishumber Dass,				3			
3	Shibdutt Sing,				2			
4	Basdas Mull,				2			
5	Qumrood Deen,				2			
6	Hurnam Sing,				1			
7	Bhola Nath,				1			
8	Sree Ram,				1			
					15			
1	Gopee Pershad,	Rohtuk Zillah School.			5			
2	W Fox,				4			
3	Shive Lall,				2			
4	Mohur Sing,				2			
5	Murlee Dhur				2			
6	Hurgo Lall,				2			
7	Abdul Rahman,				2			
8	Shunker Lall,				2			
9	Bhishumberdas,				2			
10	Budreepershad,				2			
					25			
1	Mahfoze Ali Khan,	Jhujjhur Zillah School			3			
2	Shive Lall,				3			
3	Heera Lall,				3			
4	Surwur Khan,				2			
5	Dabee Sahai,				1	8		
6	Mookund Lall,				1	8		
7	Jantipershad,				1			
8	Ramchunder,				1			
9	Futtehchund,				1			
10	Mutsuddee Lall,					8		
11	Khaem Chund,					8		
12	Lallseemul,					8		
13	Pribhodial,					8		
14	Shive Dutt,					8		
					20			

No. XIV B.—(*Continued.*)

No	Names of Scholars.	Schools at which gained	When gained.	Free or stipendiary			For how long tenable	For proficiency in what branch.
1	Kirpa Ram,	JUGADHUREE ZILLAH SCHOOL	January 1867	Free	4		One year	General Proficiency.
2	Shogun Chund,				2	8		
3	Lakh Raj				2	8		
4	Seeta Ram,				2			
5	Pribhodial,				2			
6	Jumnadass,				2			
7	Savai Sing,				1	8		
8	Gunga Ram,				1	8		
9	Bishumbhur Dass,				1			
10	Gorso Shunker,				1			
11	Daokeenundun,				1			
12	Buldeao Sahai, ...				1			
13	Gholam Mahomed,				1			
14	Tulsee,				1			
					24			
1	Praimdial,	SIMTAH ZILLAH SCHOOL			4			
2	Poorunchunder,				3			
3	Mukhun Lall				2			
4	Kailash Chunder,				2			
5	Sahij Ram,				2			
6	Pirs Ram,				1			
7	Nathoo,				1			
8	Kaloo,				1			
9	Bhugwan Sing,				1			
					17			
1	Jowalapershad,	BHEWANEE ZILLAH SCHOOL.			3			
2	Hurree Sing,				3			
3	Budreean				2			
4	Mootee Ram,				2			
					10			
1	Jai Chund,	LAHORE ZILLAH SCHOOL			2			
2	Gyan Chund,				2			
3	Govind Ram,				2			
4	Buldeo Sahai,				2			
5	Jhangee Ram,				2			
6	Boorov Khan,				2			
7	Maya Singh,				2			
8	Mul Sing,				2			
9	Mahomed Nizrab,				2			
10	Tecka Ram				2			
					20			
1	Gunga Ram,	AMRITSUR ZILLAH SCHOOL			4			
2	Hurree kishan,				3			
3	Shahbuzoo din, ...				2			
4	Dhunputt Roy,				2			
5	Hemraj,				2			
6	Ghoolam Nubbee,				2			
7	Vassoo Mull,				2			
8	Narinyan Dass,				2			
9	Bhola Nauth,				2			
10	Kalloo Mull,				2			
11	Rutton Chund,				2			
12	Shanker Dass,				2			
13	Goolam Kadir,				2			
14	Lehna Singh				1			
					30			
1	Thakordass, 2nd	BUTTAIYA ZILLAH SCHOOL			2			
2	Thakordass, 1st				1	8		
3	Rulia Ram,				1			
4	Sookhdial,				1			
5	Bhugtoo				1			
6	Radha Kishan,				1			
7	Bhooda				1			
8	Deen Mahomed,					8		
9	Runjeet Sing,					8		
					9	8		

No. XIV B.—(*Continued.*)

No.	Names of Scholars.	Schools at which gained.	When gained.	Free or stipendiary.			For how long tenable.	For proficiency in what branch.
1	Kirpa Ram, ...	Ferozepore Zillah School.	January 1867.	2	...	...	One year.	General Proficiency.
2	Atma Ram, ...			2	...	...		
3	Kooljus Ram, ...			1	...	...		
4	Khattur Chunder, ...			1	...	...		
5	Sirdaree, ...			1	...	...		
6	Faiz Bux, ...			1	...	...		
7	Kundun Lall, ...			1	...	...		
8	Urjan Dass, ...			1	...	...		
9	Luchmundass, ...			...	8	...		
10	Heera Lall, ...			...	8	...		
				11	...	...		
1	Juswant Rai, ...	Hooshiarpore Zillah School.		1	..	...		
2	Secundur Khan, ...			1	..	...		
3	Bhugwana, ...			1	..	...		
4	Hurdwaree, ...			1	..	...		
				4	...	...		
1	Hurbunse Rai, ...	Mooltan Zillah School.		1	..	..		
2	Ballee Ram, ...			1	..	..		
3	Rugnauth, ...			1	..	..		
4	Bunyoo Ram, ...			1	..	..		
5	Davee Dass, ...			1	..	..		
6	Aga Hoosain, ...			1	...	..		
7	Gobind Rai, ...			1	...	..		
8	Narain Sing, ...			...	8	..		
9	Ameer Shah, ...			...	8	..		
10	Mahon Ram, ...			...	8	..		
11	Dowlat, ...			...	8	...		
12	Dulloo, ...			...	8	...		
13	(Owing to non-receipt of acquittance roll of scholarship-holders, this name cannot be known.) ...				8	...		
				10	...	..		
1	Luchmon Dass, ...	Noorpore Zillah School.		1	...	...		
2	Ajoodhya Ram, ...			1	...	...		
3	Dittoo Mull, ...			1	...	...		
4	Hoosain Ali, ...			1	...	...		
5	Hurdial, ...			...	8	...		
6	Ghusseeta, ...			...	8	...		
7	Sookh Dial, ...			...	8	..		
8	Beer Bul, ...			...	8	...		
				6	..	...		
1	Deena Nath, ...	Rahoon Zillah School.		1	...	...		
2	Rahmut Khan, ...			1	...	...		
3	Sooltanee Ram, ...			1	...	...		
4	Chujjoo Ram, ...			...	8	...		
5	Ahmed Hoosain, ...			...	8	...		
6	Goolam Mohul-din, ...			...	8	...		
7	Budr Bukhsh, ...			...	8	...		
8	Churn Dass, ...			...	8	..		
9	Jai Ram, ...			...	8	...		
10	Bhooloo Ram, ...			...	8	...		
11	Kunjoo Ram, ...			...	8	...		
				7	..	...		
1	Kashi Ram, ...	Goojranwalla Zillah School.		4	...	...		
2	Omer Bux, ...			4	...	..		
3	Sukha Sing, ...			3	...	...		
4	Jhandoo, ...			1		...		
				12	..	...		
1	Sant Sing, ...	Sealkote Zillah School.		3	...	..		
2	Jowahir Sing, ...			3	..	...		
3	Guran Ditta, ...			3	...	...		
4	Sant Sing, 2nd, ...			2	...	...		
5	Mohun Lall, ...			1	...	...		
				12	...	...		

No. XIV B.—*Concluded.*

No.	Names of Scholars.	Schools at which gained.	When gained.	Free or stipendiary.				For how long tenable.	For proficiency in what branch.
1	Mogal Khan, ...	Goojrat Zillah School.	January 1867.	Free.	5	.	..	One year.	General Proficiency.
2	Ganput Rai, ...				3	..	...		
3	Ladha, ...				3	..	...		
4	Guran Dita, ...				3	...	.		
5	Hasan Mahomed, ...				2	..	..		
6	Dowlat Ram, ...				2	...	...		
7	Nund Gopal, ...				2	..	...		
8	Dowlat, ...				2	...	...		
9	Abdulla, ...				1	..	...		
10	Noor Ahmad, ...				1	...	..		
11	Surjan, ...				1	..	.		
12	Ram Chund, ...				1	..	..		
13	Bakhtawur Sing, ...				1	...	.		
14	Kurm Chund, ...				1	..	..		
15	Kashi Sing, ...				1	...	..		
16	Gobind Ram, ...				1	..	.		
					30	..	.		
1	Hernam Sing, ...	Bhera Zillah School.			3	...	...		
2	Gopal Dass, (Hindoo) ...				3	...	...		
3	Brij Lall, ...				2	...	.		
4	Narain Dass, ...				2	...	.		
5	Ladha Ram, ...				1		...		
6	Kanshi Ram, ...				1	..	..		
7	Lachman Dass, ...				1	.	...		
8	Ram Narain, ...				1	...	...		
9	Ganput, ...				1	..	...		
10	Ganga Ram, ...				1	..			
					16	...	...		
1	Tara Sing, ...	Jhung Zillah School.			3	...	...		
2	Pohu Ram, ...				3	...	.		
3	Bhawani, ...				2	...	...		
4	Prabh Dial, ...				2	...	...		
5	Gulam Hussein, ...				2	...	...		
6	Ram Chund, ...				1	...	.		
7	Said Jalal, ...				1	...	..		
8	Gurditta, ...				1	...	...		
9	Sobha Ram, ...				1	...	..		
10	Mastan Chund, ...				1	..	...		
					17	.	.		
1	Kootab Ally, ...	D. G Khan Zillah School.			2	...	..		
2	Chinka, ...				2	..	.		
3	Chela, ...				1	..	.		
4	Tikan, ...				1	...			
					6				
1	Ram Rukha, ...	Abbottabad Zillah School.			1	...	..		
2	Khoob Chund, ...				1	..	.		
3	Emamoodeen, ...				1				
					3	...	.		
1	Abdool Whab, ...	Peshawur Zillah School.			4				
2	Nursingh Dass, ...				3		.		
3	Gobind Shah, .				3				
4	Abdool Rahman, ...				2	.	.		
5	Lunda Mull, ...				2				
6	Bal Mokand, ...				2	.	.		
7	Gokal Chund, ..				1	8			
8	Dunee Chund, ...				1	8			
9	Tilloo Mull, ...				1	.			
10	Shunkur Das, ..				1		..		
11	Gujjoo Mull, .				1	.	.		
12	Mahomed Shah, ...				1		.		
13	Syud Ahmed, ...				1	.			
14	Mahomed Amin, ...				1	.			
					25	.			

No. XV.

Return of candidates passed for employment or promotion in the Educational Department during the year 1866-67.

Number	Names of passed Candidates	When and where examined	Where educated	Grade of certificate gained.	Grade of appointment entitled to in consequence.
1	Ramjee Lall,	1st April 1866, Delhi,	Delhi Normal School,	2nd Grade	
	Raja Ram,	ditto,	ditto,	3rd ditto	
	Thakoor Dass,	ditto,	ditto,	ditto	
	Hurgopal,	ditto,	ditto,	ditto	
5	Guneshi Lall,	ditto,	ditto,	ditto	
	Moortaza Beg,	ditto,	ditto,	ditto	
	Gholam Hosen,	ditto,	ditto,	ditto	
	Bahadur Khan,	ditto,	ditto,	ditto	
	Mohun Lall,	ditto,	ditto,	ditto	
10	Gobind Lall,	ditto,	ditto,	ditto	
	Kumruddin,	ditto,	ditto,	4th ditto	
	Zuman Buksh,	ditto,	ditto,	ditto	
	Goverdhun Dass, ..	1st Octr 1866, Delhi,	ditto,	2nd ditto	
	Hurgopal	ditto,	ditto,	ditto	
15	Bahadur Khan	ditto,	ditto,	ditto	
	Gholam Hosen,	ditto,	ditto,	ditto	
	Moortaza Beg	ditto,	ditto,	ditto	
	Gholam Bhook,	ditto,	ditto,	ditto	
	Goverdhun Dass,	ditto,	ditto,	ditto	
20	Azim Ali,	ditto,	ditto,	3rd ditto	
	Anunt Ram,	ditto,	ditto,	ditto	
	Roorh Mull,	ditto,	ditto,	ditto	
	Gunga Sahai,	ditto,	ditto,	ditto	
	Gobind Jeewun,	ditto,	ditto,	ditto	
25	Ahmed Hosen,	ditto,	ditto,	4th ditto	
	Innayut Ullah,	1st April 1866, Lahore,	Lahore Normal School,	1st ditto	
	Rajab Ali,	ditto,	ditto,	2nd ditto	
	Ally Gohur,	ditto,	ditto	ditto	
	Shere Sing, .	ditto,	ditto,	ditto	
30	Huznara Sing, ..	ditto,	ditto,	ditto	
	Tajuddin,	ditto,	ditto,	3rd ditto	
	Sekunder Shah,	ditto,	ditto,	ditto	
	Shere Mahomed,	ditto,	ditto,	ditto	
	Wullee Mahomed,	ditto,	ditto,	ditto	
35	Serajuddin,	ditto,	ditto,	ditto	
	Gholam Nubbee,	ditto,	ditto,	4th ditto	
	Mahomed Moosa,	ditto,	ditto	ditto	
	Mai Ditta,	1st Octr. 1866, Lahore,	Lahore Normal School	4th Grade	
	Ragho Ram,	ditto,	ditto,	3rd ditto	
40	Hookum Chund,	ditto,	ditto,	ditto	
	Rodur Dit,	ditto,	ditto,	ditto	
	Mahomed Yaseen,	ditto,	ditto,	ditto	
	Gunda Ram,	ditto,	ditto,	4th ditto	
	Maiya Dass,	ditto,	ditto	3rd ditto	
45	Khadim Mohiuddin, .	ditto,	ditto,	4th ditto	
	Umruddin,	ditto,	ditto,	3rd ditto	
	Godha Ram, ..	ditto,	ditto,	4th ditto	
	Kirpa Ram, .	ditto,	ditto,	3rd ditto	
	Mahomed Ali,	ditto,	ditto,	4th ditto.	
50	Surajuddin,	ditto,	ditto,	3rd ditto	
51	Mahomed Umur,	April 1866, Peshawur,	Peshawur Normal School,	4th ditto	

No. XVI.

Return of private Donations and Endowments from which aid was received by the Department during the year 1866-67.

Name of Donor.	Description of Donation.	Annual value.			For what period to continue.	For what purpose
His Highness Maharajah Dhuleep Sing, ...	Cash, ...	500	...	.	During life time of Donor, ...	For Scholarships in the Amritsur Collegiate School.
Nawab Fuzul Ali Khan, ...	Govt Promissory Notes Rs 1,70,000	6,690	.	..	Permanent Donation, ...	For maintenance of Delhi Govt School.
Gooroo Goolabsingh, Hony. Magt. of Ferozepoor, ...	Cash, ...	24	.	.		For Scholarships.
36 Persons at less than 10 each, in Ferozepoor Dist. ...	Cash, ...	126	.	..	For 1866-67,	
Surdar Ootum Singh, Hony. Magt. Loodiana, ...	Cash, ...	50	.	.	Ditto,	
Surdar Mitt Singh, ditto, .	Cash, ...	25	.		Ditto,	
Surdar Hakeekut Singh, ditto, ..	Cash, ...	25	.	.	Ditto,	
186 Persons at less than 10 Rs. each, Hissar Dist, ..	Cash, ...	366	.	..	For 5 years,	
Capt. Parsons, Deputy Commissioner, Kurnal, ...	Cash, ...	25	.	..	For 1866-67,	
Mahomed Ali Khan, Nawab of Koonjpoora, Kurnal Dist,	Cash, ...	30	.	.	Ditto,	
Nawab Ahmed Ali Khan, Kurnal, ...	Cash, ...	15	..		Ditto,	
Moonshee Sham Lall, Ex. Assistant Commr, Kurnal,...	Cash, ...	20	...	.	Ditto,	
Nawab Mahomed Ali Khan, Kurnal, ...	Cash, ...	10	.		Ditto,	
Sheo Pershad, Head Master, Kurnal Zillah School, ...	Cash, ...	10	.	.	Ditto,	
18 Persons at less than 10 Rupees each, Kurnal Dist.,	Cash, ...	63	.	.	Ditto,	
Subscriptions raised in Rohtuk District, ..	Cash, .	151	.	.	Ditto,	
Surdar Jey Singh, Amballah District, ...	Cash, ...	96	.	.	During life time of Donor,	
Surdar Sheo Trippal Sing Ditto, ...	Cash, ...	60	..	.	Ditto,	
Moonshee Ajoodhia Pershad, Tehseeldar Ditto, ...	Cash, ...	12	.	.	Ditto,	
Surdars Jusmere Singh, Kishen Singh, and Bishen Singh, Amballa District,	Cash, ...	12	..	.	Ditto,	
Surdars Bhag Singh and Futteh Singh Ditto, ...	Cash, ...	10	..		Ditto,	
Miscellaneous subscriptions, Amballa District, ...	Cash, ...	149	12		Ditto,	
Surdars Ootum Singh and Purtab Singh, Ditto. ...	Cash, ...	24	..	.	Ditto,	
Lalla Jumna Dass, Amballa District, ..	Cash, ...	12	.		For one year,	
Miscellaneous subscriptions Ditto, ...	Cash, ...	36	12		Ditto,	
Ditto Ditto Ditto, ...	Cash, ...	6	..	.	For 2 years,	
24 Persons in the Goorgaon District, ...	Cash, ..	22	.	.		

No. XVII.

General Statement of amount expended by Government on Education during the year 1866-67.

	Salaries.			Scholarships.			Buildings.			Contingencies.			Grant-in-aid.			Total.		
GENL. ESTABLISHMENTS.																		
From Imperial Revenues, ...	84,611	3	5	...	...	...	...	...	...	1,05,408	6	4	...	...	...	1,90,019	9	9
From Educational Cess Fund, ...	6,323	8	..	...	...	...	...	...	...	5,089	11	3	...	...	...	11,413	3	3
From other Sources, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GOVERNMENT COLLEGES AND SCHOOLS.																		
General — From Imperial Revenues, ...	1,97,687	9	5	7,200	...	...	...	...	...	12,940	...	...	...	...	...	2,17,887	9	5
General — From Educational Cess Fund, ...	1,64,880	15	9	6,723	15	1	46,602	.	..	4,417	8	...	...	...	...	2,22,624	6	10
General — From other Sources, ...	18,324	...	...	1,764	...	...	...	..	..	13,922	3	7	...	...	...	34,010	3	7
Special — From Imperial Revenues, ...	12,781	3	...	3,084	...	...	...	...	...	2,627	12	...	...	...	..	18,402	15	.
Special — From Educational Cess Fund, ...	4,200	...	...	12,575	14	10	...	...	..	...	...	...	...	...	...	16,775	14	10
Special — From other Sources, ...	...	...	...	...	...	...	...	...	..	24	...	11	...	...	...	24	...	11
PRIVATE COLLEGES AND SCHOOLS.																		
General — From Imperial Revenues, ...	...	...	...	...	...	...	...	...	..	...	...	...	1,32,784	9	7	1,32,784	9	7
General — From Educational Cess Fund, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
General — From other Sources, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	94,865	14	6
Special — From Imperial Revenues, ...	...	...	.	...	...	...	...	...	...	...	...	...	3,470	...	...	3,470	...	...
Special — From Educational Cess Fund,...	...	...	..	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...
Special — From other Sources, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	6,607	6	3
Total of Imperial Revenues, ...	2,95,079	15	10	10,344	..	...	...	...	...	1,20,976	2	4	1,36,254	9	7	5,62,654	11	9
„ *of Educational Cess Fund,*...	1,75,404	7	9	19,299	13	11	46,602	...	...	9,507	3	3	...	...	...	2,50,813	8	11
„ *of other Sources,* ...	18,324	...	...	1,764	...	..	...	...	...	13,946	4	6	...	..	...	1,35,597	9	3
GRAND TOTAL, ...	4,88,808	7	7	31,407	13	11	46,602	...	...	1,44,429	10	1	1,36,254	9	7	9,49,065	13	11

A. R. FULLER, MAJOR,

Director of Public Instruction, Punjab.

ERRATA.

REVIEW BY GOVERNMENT.

Para. 24,—For Rai Unied Sing of Rewari. Read Rai Umed Singh of Rewari.

ANNUAL REPORT OF DIRECTOR PUBLIC INSTRUCTION, PANJAB.

Para. 19, line 7th. For " considerate" read " considerable."

Para. 21, For 605 read 600.

Para. 23.—Table—Government Village Schools 1867-68, column 2, " 1555."

" Do. 14, Aided Female Schools for ' class' read ' Ditto.'

" Do. Do. 1867-68 column 10, for

" Do. " 6, 3, 11" read " 6, 8, 11."

" Do. Educational buildings 1867 68 column 8, for '16,824' read '10,824.

Para. 29, line 2nd. For " 20th August" read " 29th August."

Para. 38, line 3rd. After the word ' of' insert the words " those in,"

Para. 41, Note, line 7th. For " school" read " schools."

Para. 43, clause 2nd, line 4th. For ' as' read 'at.'

Para. 68.—For " Purely Vernacular Schools which are included in the Statement of Indigenous Schools." Read, Purely Vernacular Schools (which are included in the Statement of Indigenous Schools.)

Para. 87, line 3rd. For ' the' read ' these.'

Para. 88, line 5th. For " perpetration" read " perpetuation."

Para. 90, Margin, line 1st. Omit the word " on."

Para. 90, Note, line 3rd. For Rs. " 3001" read Rs. " 300."

Para. 100, line 5th. For " 3,468" read 34, 68.

Para. 119, line 2nd. For " effected" read " affected."

Para, 133, line 11th. For " Schools" read " School."

Para. 167, line 4th. For " Province"' read " Provinces."

Para. 175, line 15th. For " prelimnary" read " preliminary."

Para. 190, line 6th. For " 75" and " 45" read " 75, 45."

Para. 191, Margin. For ' miiddle' read ' middle.'

Para. 194.—To the list of native gentlemen in the Ambala Circle, add the following names :—

No.	NAME.	Rank or designation.	District.	Tahsil or Village.
1	Davi Sahai, ...	Native of Jhajjar & resident of Mubarakpur.	Gurgaon.	Jharsa.
2	Jai Gobind, ...	Do.	Do.	Do.
3	Shamshar Ali Khan, ...	Member of Local committee Karnal.	Karnal.	Karnal.
4	Lala Banwari Das, ...	Do. Do.	Do.	Do.
5	Lala Juti Parshad, ...	Do. Do.	Do.	Do.
6	Babu Piyari Muhan, ...	Head clerk Deputy Commissioner's office.	Sirsah.	Sirsah.
7	Lala Fatah Chand, ...	Treasure of Deputy Commissioner's office.	Do.	Do.
8	Lala Hukm Chand, ...	Resident of Sirsah.	Do.	Do.
9	Bahi Nod Singh, ...	Do.	Do.	Do.
10	Lala Hukm Chand, ...	Do. of Elonabad.	Do.	Do.
11	Lala Mansukh Das, ...	Do. Do.	Do.	Do.
12	Ahmad Khan,...	Lambardar of Mauza kahani.	Rohtak.	Gahana.
13	Gulab Singh, ...	Chaudri of Badli.	Do.	Jhajjar.
14	Diwan Singh, ...	Lambardar of Hasaingurh.	Do.	Sanplah.
15	Dhiraj Singh, ...	Zamindar of Pilana.	Do.	Rohtak.
16	Babú Harbaksh Singh Bedi, ...	Native of Ropar.	Ambala.	Ropar.
17	Hushnak Rai, ...	Do.	Do.	Do.
18	Achhru Mal, ...	Do.	Do.	Do.
19	Prithi Chand, ...	Do.	Do.	Do.
20	Kapuria Mal, ...	Do.	Do.	Do.
21	Ajúdhia, Parshad, ...	Superintendent Deputy Commissioner's office.	Do.	Ambala.
22	Shahadud-din Khan, ...	Tahsildar.	Do.	Do.
23	Muhammad Rashid, ...	Do.	Do.	Kharrar.
24	Barkat Ali, ...	Do.	Do.	Jagadari.
25	Bahadur Husain, ...	Do.	Do.	Pipli.
26	Ujagar Mal, ...	Do.	Do.	Ropar.
27	Ajudhia Parshad, ...	Do.	Do.	Narain Gurh.

REPORT

ON

POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1867-68.

BY

Captain W. R. M. Holroyd, B. S. C.

Director of Public Instruction, Panjab.

PUBLISHED BY AUTHORITY.

Lahore:

PRINTED AT THE "INDIAN PUBLIC OPINION" PRESS, BY C. H. VOSS.

1868.

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NO. 434.

PROCEEDINGS OF THE HONORABLE THE LIEUTENANT GOVERNOR OF THE PANJAB, IN THE EDUCATIONAL DEPARTMENT, DATED THE 24TH OCTOBER, 1868.

READ Annual Report on Education in the Panjab, for the year 1867-68, furnished by Captain W. R. M. HOLROYD, Director of Public Instruction.

1. **Financial Statistics.**—The subjoined Comparative Statement shows the amount placed under the control of the Director of Public Instruction for Educational purposes, during the years 1866-67 and 1867-68.

	1866-67.	1867-68.	Increase or Decrease.
	Rupees.	*Rupees.*	
From Imperial Revenues, ...	5,92,605	6,21,331	+28,726
From Local Sources, viz :—			
(1) Educational Cess, ...	2,50,810	2,16,618	—34,192
(2) Endowment of Nawab Fuzl Ali Khan, ...	6,690	7,286	+596
(3) Subscriptions and Donations, ...	1,779	6,415	+4,636
(4) Fees, ...	17,477	17,336	—141
(5) Private contributions and receipts in Grant-in-aid Institutions, ...	1,01,562	1,38,959	+37,397
TOTAL from Local Sources, ...	3,78,318	3,86,614	+8,296
GRAND TOTAL, .	9,70,923	10,07,945	+37,022

2. In the above Statement His Honor notices with satisfaction a considerable increase in the income derived from subscriptions and donations, and from private contributions to Grant-in-aid Institutions, but there appears to have been a considerable decrease in the income from the Educational Cess Fund—which has not been explained in the report.

3. The subjoined Statement shews the expenditure for the last two years. :—

	1866-67	1867-68
Salaries of General Establishments, ...	90,934	89,588
Salaries in Government Colleges and Schools, ...	3,97,893	3,74,325
Scholarships, ...	31,407	33,638
Buildings, ...	46,602	14,833
Contingencies, ...	1,44,480	1,33,274
Government contributions to Grant-in-aid Institutions, ...	1,36,254	1,59,343
Private, ... Ditto, ... Ditto, ...	1,01,562	1,38,959
TOTAL, ...	9,49,082	9,43,960

4. The above statistics, while they exhibit a slight decrease in expenditure on Education through direct Government Agency, shew a great increase of such expenditure by private institutions assisted by Grants-in-aid from the State. This is satisfactory, and in accordance with the principles of the Education Dispatch of 1854.

5. **General Statistics of Educational progress.**—From the Comparative Statement of the number of Schools and Scholars in each Educational Circle, given in paragraph 20 of the Report, it appears that there has been a decrease in the number both of Schools and Scholars in three out of the four Circles. The decrease occurs in both Government and Aided Schools, as will be seen from the subjoined Statement.

	1866-67.	1867-68.
Government Schools.		
Number of Schools, ...	2,093	2,012
Average attendance, ...	69,346	64,631
Grant-in-aid Schools, ...	752	701
Average attendance, ...	17,262	15,291

6. No special cause is assigned by the Director for this general decrease of both Schools and Scholars, but, as regards the latter, it may be presumed that the attendance must have been considerably affected by the sickliness of the first half-year of 1867-68, while further remarks on this head will be found in paragraph 15 of this review. His Honor is glad, however, to notice that the attendance in Schools in the Frontier Circle shews a slight increase as compared with previous years.

7. **Colleges.**—The explanation afforded in paragraphs 31½ to 42, regarding the progress and cost of the Panjab Colleges, and the disadvantages under which they have labored, in comparison with similar institutions in Bengal and the North-Western Provinces will, His Honor trusts, tend to remove, in some degree, the unfavorable impression which has prevailed regarding them, and he has no doubt that due amends will be made in any memorandum on the state of Education in India, which may hereafter issue from the Home Department for any mis-statements of which the Director may have valid reason to complain.

8 His Honor is glad to notice a great improvement in the success achieved by Panjab Students in passing the Calcutta University Examinations. During the year under report 4 out of 7 Candidates passed successfully the Examination for B. A. degree, and 5 out of 11 the "First Arts Examination;" while 41 out of 73 succeeded in passing the Entrance Examination Of these, His Honor observes, as many as 20 were educated in Private Institutions.

9. **Lahore Government College.**—The number of Students in this Institution is still small; but one of them, during the present year, obtained the degree of B A; while from the Principal's list of 9 College Students, who have left their studies during the year on obtaining lucrative appointments, or with the view of qualifying for such appointments, it would appear that the temptation of employment is peculiarly great at Lahore, and that in this respect, perhaps, the Lahore College labors under a disadvantage.

10. **Dehli College.**—The progress of this Institution continues to be very satisfactory. The number of Students has risen from 19 to 26; one Student passed successfully the B. A Examination of the University of Calcutta, and 4 out of 6 Candidates passed the "First Arts Examination" and from paragraphs 5 and 6 of the Principal's Report, it appears that while the "average of successful candidates throughout the Bengal Presidency was 54 per cent. of those who presented themselves, that of the Dehli Collegiate School, was 92; that whereas generally 6 per cent. passed in the first division; from the Dehli School 17 per cent. so passed, that whereas generally 24 per cent. passed in the second division; from this Institution 50 per cent. so passed; and that against 24 per cent. generally passed in the third division; from Dehli, there were 25.

"Again while generally 46 per cent. passed the "First Arts Examination," from the Dehli College, 67 per cent. so passed.

"Lastly, while generally 47 per cent. passed the B. A. Examination; from Dehli, 50 per cent. were successful."

"Moreover, while in the Entrance Examination there were *generally* 1,302 failures among 1,507 Candidates, *i. e*, 86 per cent.; from Dehli, there was but one failure among twelve, *i. e*, 8 per cent; in the "First Arts Examination" there were *generally* 398 failures among 388 Candidates, *i. e*, 103 per cent.; from Dehli, there were 4 failures by 6 Canidates, *i e*, 67 per cent; and that in the B. A. Examination *generally* there were 241 failures among 212 Candidates, *i. e.*, 114 per cent.; from this Institution there was one failure only by 2 Candidates, *i. e.*, 50 per cent."

It appears further that 7 Students were during the year appointed to offices on an average salary of Rs. 40 per mensem.

11. **Scholarships.**—His Honor observes from Statement No. 16, that during the year three Scholarships of Rs. 10 per mensem in value were provided by private liberality, in addition to the annual grant of His Highness the Maharaja Dhulip Singh; but it is not stated whether any Municipalities have responded to the suggestions made in paragraph 6 of the Review of last year's Report.* His Honor would be glad if, in future Reports, a Statement could be furnished, shewing the number of Scholarships founded in Government Schools by Municipalities, as well as private individuals.

* No Scholarships were given from municipal funds during 1867-68. W. R. M. Holroyd, Dir. P. I. P.

His Honor has much pleasure in stating that Mrs. Bathoe, widow of the late Mr. Charles Gubbins Bathoe, of the Bengal Civil Service, formerly Magistrate and Collector of Dehli, has recently assigned the sum of Rs. 11,000, for the purpose of founding a Scholarship, to be attached to the Government College of Dehli, and called the "Gubbins Scholarship," in memory of her late husband; this being the name by which he is best known in Dehli.

12. **Dehli Zillah School.**—The progress of the Dehli Zillah School appears to have been satisfactory and creditable to Mr. Doran, the Head Master, and his Assistants. The new system under which the Institution has been subdivided into purely Vernacular Schools; Middle-Class Schools, and a Collegiate School, the former being conducted on the Grant-in-aid system, is in accordance with the Principles of the Education Dispatch of 1854, and if successful, is an arrangement which should be gradually extended.

13. **Oriental University**—Definite proposals for the establishment of a University at Lahore, on the general principles described in the Report, were submitted to the Supreme Government in May last, and a reply has just been received. His Honor is glad to state that the *principles* of the movement in favor of the University are approved, but the Government of India is of opinion that the establishment of a University for the Panjab alone would be premature, expressing, however, its willingness to found a University for Northern India. It is also prepared to accord a Grant-in-aid equal to the annual value of the subscriptions promised to the Lahore University for the purpose of founding a Collegiate Institution at Lahore, to be conducted on the principles advocated by this Government. His Honor congratulates those interested in the movement on the important and liberal concession thus made to their wishes, and he trusts that all will cordially co-operate in giving effect to the provisions sanctioned by the Supreme Government—though the power of conferring degrees may be for the present withheld, two of the principal objects of the University movement, viz., the encouragement of enlightened Oriental Scholarship, and the diffusion of Western knowledge, through the medium of the Vernaculars, will be effectually secured by the foundation of Professorships, Fellowships and Scholarships, and the permission to expend a portion of the income upon the direct encouragement of Vernacular and Oriental literature. At the same time the system proposed of giving the Natives of the Country a voice, in regulating the system of Education in force—and thus imparting to it something of a national spirit, which the Lieutenant Governor considers as of the first importance, and as constituting, in fact, the basis on which the entire movement has been founded, will, it is hoped, be found practicable under the arrangements sanctioned by the Supreme Government.

As the term "Oriental University" used in the Report, is one, perhaps, calculated to mislead the public, as to the *object* of the movement in favor of a University at Lahore, His Honor desires to state, that it is *not* the object of

the movement to revive obsolete and useless studies, or in any way to check the progress of Western knowledge among the people of the Panjab; on the contrary the object of the system of education it is desired to establish is to *facilitate* and *stimulate* the communication of Western knowledge by raising up a class of men at once imbued with the science and literature of the West, and at the same time commanding the respect of their fellow countrymen by their proficiency in Oriental studies, while the people themselves will be provided, as above observed, with a recognised means of making their views known and appreciated, and allowed to enjoy a legitimate share in regulating the progress of education.

14. **Zillah Schools.**—There is much force in the Director's objection to the classification of Zillah Schools according to the success of individual Students at the University Examinations, and the amended system proposed by the Director has received His Honor's sanction; but with reference to the derangement of statistics of cost, &c., which it is stated will result from the conversion of the lower classes of Zillah Schools into separate Grant-in-aid institutions, His Honor observes that this is a minor consideration, which need not stand in the way of the measure, if otherwise advisable; but he sees no reason why the cost to Government of educating each pupil—formerly educated through direct Government Agency, should not be shown, although some of them are now educated in a Grant-in-aid institution.

15. The increased rate of fees recently introduced in Zillah Schools, has, as was expected, had the effect of somewhat diminishing the attendance at those institutions; but as observed in His Honor's review of the Report for 1866-67, it must have had the effect of making the numbers more manageable by the limited staff of teachers available; and it is to be hoped, that, though the numbers attending the Schools may fall off, those who remain will receive a greater share of attention than heretofore.

16. His Honor desires that his acknowledgments be conveyed to the Head Masters mentioned in paragraph 97 of the Report.

17. **Town Schools.**—His Honor trusts that every effort will be made to supply better works in history and subjects of useful information, the want of which is noted in paragraph 99 of the Report; suitable rewards for the preparation of works of this description should be notified from time to time;—the expenditure being met from the allotment for the encouragement of literature.

18. **Village Schools.**—The state of Village School education continues to be far from satisfactory. His Honor will await the Report promised in paragraph 108, before deciding upon the course to be pursued. With regard, however, to the low salary of Teachers—which is mentioned as one cause of the want of success of Village School teaching—His Honor observes that there appears no valid reason, why the system in force in the Dera Ghazi Khan district, whereby the position of School Teachers has been greatly improved, should not be introduced elsewhere. His Honor notes, with satisfaction, that a movement of a similar kind is taking place in the district of Gurdaspur.

19. **Female Education.**—Definite proposals for placing the system of Female Education on a satisfactory footing have been submitted to the Supreme Government, and it is hoped that in the course of the ensuing

year suitable measures for obtaining a supply of trained teachers, and maintaining adequate supervision over Female Schools will be carried into effect. A scheme for making adequate provision for the instruction of PRISONERS, has also been submitted.

20. **Grant-in-aid Schools.**—The general progress of Grant-in-aid Schools of the higher grade appears to have been satisfactory, and that of Bishop Cotton's School at Simla particularly so. His Honor also notices, with much pleasure, the very favorable Reports furnished by the Inspectors of the undermentioned Institutions :—

The American Mission School, Lahore.
Ditto Ditto, at Jalandhar.
Ditto Ditto, at Rawalpindi.
The Church Mission School, Dera Ismael Khan.
Also of the following Middle-class Schools :—

The Cantonment Anglo-Vernacular School, Ferozpur.

The Schools of Lala Wazir Singh, and of Salig Ram, and Isri Parshad at Dehli.

His Honor also notices, that some of the indigenous Schools to which Grants-in-aid have been made under rule XIV. of the Grant-in-aid Rules, are well reported of.

His Honor concurs in the remarks contained in paragraph 129 of the Report—and hopes the Director of Public Instruction may be able, gradually, to give effect to the views entertained by him.

21. As before stated, the subject of placing the system of Female Education on a proper footing is under consideration; but a great step towards the establishment of a sounder and more effective system of tuition has been made at Lahore, where, through the exertions, chiefly of Mr. Aitchison, the Schools have been satisfactorily reorganized. While the Native Committee has set a laudable example in placing the management of the Schools under the superintendence of an English Lady;—that example His Honor is glad to perceive, is being followed at Amritsar. His Honor has noted with much interest, the account given of the Zanana teaching by Ladies of the S. P. G. Mission, at Dehli, also the favorable reports of the Female Normal Schools at Dehli and Amritsar, the Girls' Orphanage at Ludianah, the Church Mission Girls' School at Kangra, and that established by the *Anjuman* in the same locality, and the Female School of the late Nowab Hamid Ali Khan at Dehli.

These are all valuable institutions, and deserve every encouragement.

22. **Employment of Students.**—The statistics contained in Appendices A. B. and C., are satisfactory, as shewing, that though our Colleges may be thinly attended and academical distinction perhaps less highly prized than elsewhere—the education imparted has a practical value, and is supplying

an important public demand. His Honor concurs generally in the remarks of the Director in regard to the study of the English language.

23. The operations of the Book Department appear to have been on the whole satisfactory; but His Honor would still wish to see greater activity in the issue of Vernacular Works of general utility and approved style.* The proposal to obtain paper and lithographic materials, required by the Educational Press, from England may be desirable, as a temporary arrangement; but efforts should at the same time be made to effect improvement in the style of lithographic work† executed in this Province; this might be done perhaps by securing for a time, the services of a competent instructor in lithography from Calcutta or elsewhere.

* Since the submission of the last report three native scholars of ability have been employed on special duty for the preparation of Vernacular works, and prizes of the value of Rs. 3,640 have been advertised for other books in the Urdu language, required for the use of the Department.—W. R. M. HOLROYD, D. P. I., P.

† The establishments of the Press are being thoroughly reorganized, and great improvements in the style of Lithographic work have been already effected.—W. R. M. HOLROYD, D. P. I., P.

Orders have been issued regarding the proposed improvement of the "Sarkari Akhbar" which His Honor hopes to see carried out at an early date.

24. In conclusion, His Honor desires to acknowledge the cordial co-operation by the Civil Officers of the Province, in the cause of education. He desires particularly to acknowledge the services of the following Deputy Commissioners :—

D. Fitzpatrick, Esquire, Deputy Commissioner, Dehli.

C. P. Elliot, Esquire, Deputy Commissioner, Ludhiana.

Lieutenant Colonel J. M. Cripps, Deputy Commissioner, Gurgaon.

C. U. Aitchison, Esquire, Deputy Commissioner, Lahore.

J. W. Smyth, Esquire, Deputy Commissioner, Lahore.

G. Knox, Esquire, Deputy Commissioner, Ferozepore.

G. E. Wakefield, Esquire, Deputy Commissioner, Ferozepore.

Captain W. Davies, Deputy Commissioner, Gurdaspore.

G. Elsmie, Esquire, Deputy Commissioner, Jalandhar.

Captain R. T. Hare, Deputy Commissioner, Jalandhar.

H. Perkins, Esquire, Deputy Commissioner, Husyarpore.

Major E. H. Paske, Deputy Commissioner, Kangra.

F. P. Beachcroft, Deputy Commissioner, Multan.

M. Macauliffe, Deputy Commissioner, Multan.

Major C. H. Hall, Deputy Commissioner, Rawal Pindi.

Major T. W. Mercer, Deputy Commissioner, Siyalkote.

Major H. P. Babbage, Deputy Commissioner, Gujranwala.

The services of the undermentioned Native Gentlemen will be specially acknowledged by the Lieutenant-Governor.

His Highness the Nawab of Malair Kotla, for the satisfactory state of the School established in his territories.

Pundit Radha Kishan, whose efforts to assist in the reform of Female Education at Lahore are worthy of the highest commendation.

Sardar Gurmukh Singh of Ludianah

Rae Unied Singh of Rewari.

Khwaja Mahammad Khan, Khattak

Arbáb Abdul Majid Khan of Peshawar.

Jumán Khan, Lughari

Ghulám Hydar Khan of Lund.

Imám Buksh Khan, Mazari

Shamshair Ali Khan of Karnaul

Lala Wazir Singh, and Lala Salig Ram, and Isri Parshad of Dehli.

Lala Rammi Mal of Dehli.

The services of the Gentlemen noticed in paragraph 194 of the Report, other than those mentioned in the above list, will be acknowledged on behalf of the Lieutenant-Governor by Commissioners of the Divisions, in which they are resident, or employed.

No. 434A, Dated Murree, 24th October, 1868.

Order.—Ordered that a copy of the foregoing Review be forwarded to Captain W. R. M. Holroyd, Director of Public Instruction, Panjab.

By Order,

T. H THORNTON,

Secretary to Government, Panjab.

No. 145A.

FROM

Captain W. R. M. HOLROYD,

Director of Public Instruction, Panjab.

To

T. H. THORNTON, Esquire, D. C. L.

Secretary to Government, Panjab.

Dated 4th August, 1868.

SIR,

Submits Annual Report on Education for 1867-68.

I have the honor to submit a report on the progress of Education in the Panjab and its Dependencies during the year 1867-68.

Death of Major Fuller and appointment of Captain Holroyd as Director of Public Instruction.

2. Owing to the untimely death of Major Fuller, who was swept away by a sudden rush of water, whilst crossing a mountain torrent, on the road between Murree and Rawal Pindi, I was directed in August last to officiate as Director of Public Instruction, and in the month of February, 1868, I was confirmed in that appointment.

Progress of education during the incumbency of Major Fuller and notice of his death by the Lieutenant-Governor.

3. His Honor the Lieutenant-Governor in passing orders on the Educational Report for last year, recorded his sense of the great loss that the Educational Department had sustained by Major Fuller's death, and shewed the immense progress that Education had made in this Province under the administration of the late Director.

Reorganization of the Educational system soon after Major Fuller's appointment as Director of Public Instruction.

4. Shortly after Major Fuller's arrival in the Panjab, the Educational system was thoroughly remodelled and was placed on a totally new footing so that the Department as it now exists, was organized entirely under his direction. The almost unexampled progress that has been made and the highly satisfactory results that have been achieved in all Branches of the Department are due in no small degree to Major Fuller's indefatigable devotion to his work; his unremitting industry, his great power of organization, and his deep interest in the important duties that were entrusted to him.

The character of Major Fuller.

5. I invariably found in Major Fuller a kind and considerate friend, he was ready to give the fullest consideration to every proposition that was brought forward, and if after investigation it approved itself to his judgment, to support it with his whole influence. In his intercourse with me he always shewed and expressed the greatest anxiety to promote the interests of his subordinates by every means in his power.

Encouragement to the study of Persian, Arabic, and Sanscrit given by the late Director.

6. He was himself a good Oriental Scholar, but I believe that it is not generally known or understood to how great an extent his measures have contributed to promote the study of Oriental literature. In imitation of the system which prevailed in the North Western Provinces, only Urdu books were at first allowed in our Schools, and though before Major Fuller's appointment the Gulistan and Bustan found a place in the scheme of studies, it was he who made the study of Persian general in Schools of all kinds,—introduced into the upper classes of Normal and Town Schools the elements of Arabic grammar, and offered to the Students of Anglo Vernacular Schools special inducements to take up the Arabic and Sanscrit languages for the Entrance Examination of the Calcutta University.

Major Fuller's opposition to the "Oriental movement."

7. Major Fuller was no doubt unfavorable to what is generally known, as the Oriental movement,' in the form that it originally assumed, as he conceived that it was antagonistic to the extension of English Education and of Western Civilization, and though this was not the intention of the originators of the scheme, Major Fuller's opinion was certainly shared by many Europeans and natives who were interested in this most important matter. How great was Major Fuller's desire to facilitate and assist the improvement of Oriental literature and the study of the Classical languages of the East, is shewn by the whole tenor of his administration and the opinions that he always professed.

The liberality of the late Director's views.

8. He was singularly free from prejudice, and a warm friend to the natives; regarding whose capability, when properly educated for holding the highest offices in the state, he held the most advanced views.

The assignment from Imperia Revenue for the year amounted to Rs. 6,21,331 and the expenditure to Rs. 5,54,860.

9. The assignment from the Imperial Revenue for expenditure on Education in the Panjab during 1867-68, amounted to Rs. 6,76,050, and the assignment for the Educational Department in the printing Budget to Rs. 2,672, making in all Rs. 6,78,722. Deducting Rs. 51,391 for the Medical School at Lahore, Rs. 3,000, for the Botanical gardens and Rs. 3,000, for the Meteorological Reporter, charges not under the control of this Department, there remained Rs. 6,21,331, at the disposal of the Director of Public Instruction. The expenditure amounted to Rs. 5,54,860, and Rs. 66,471 lapsed to Government. For the previous year the Budget assignment placed at the disposal of the Director was Rs. 5,92,605, and the expenditure Rs. 5,62,656.

Detail of the savings that lapsed to Government.

10. Of the large amount that lapsed to Government, Rs. 22,101 were saved from the salaries and the contingent allowances of the Director and the Inspectors, Rs. 11,463, from the Book Department, Rs. 6,105, from the assignment for the patronage of literature; Rs. 4,920, from the provision for Grants-in-aid, and Rs. 11,625, from the amount sanctioned for constructions and repairs, the bills for which, (in accordance with general letter No. C., dated 12th June, 1866, from the Accountant General of the Panjab) have not yet been received. Smaller savings amount to Rs. 10,257.

SECTION. I.—CONTROLLING AGENCIES,

WITH GENERAL FINANCIAL STATISTICS.

A.—INSPECTION.

Increase to the salaries of the two Senior Inspectors sanctioned.

11. During the year under report a slight increase has been made to the salaries of the two Senior Inspecting officers, but even now the average salary of an Inspector in the Panjab is no higher than that which was sanctioned in the early days of the Department, when the total expenditure from the Imperial Revenue was less than two lakhs per annum.

Former salaries of the Inspectors.

12. Before the recent increase, the salaries were as follows:—

1st	Inspector,	...	...	Rs.	700
2nd	Do.,	...	...	„	650
3rd	Do.,	...	...	„	600
4th	Do.,	...	...	„	500—2,450

besides a personal allowance of Rs. 100 per mensem to myself. The salaries of the two Senior Inspectors have now been raised to Rs. 800 and Rs. 700, respectively.

No increase of expenditure caused by the increase to the salary of the two Senior Inspectors.

13. No increase of expenditure has been caused by this measure: on the contrary a considerable saving has been effected, as the reduction of Rs. 190 per mensem in the expenditure on the Dehli Normal School and of Rs. 160-8—in the contingent expenses of my own, and the Inspector's offices, by which I proposed to provide the means of improving the pay of the Inspector's, has been sanctioned in full.

Changes among Inspectors.

14. The post of first Inspector was held by me from the commencement of the year until the month of February, 1868, during six months of which period I officiated as Director of Public Instruction in addition to my other duties. On my confirmation in the Directorship, Mr. Alexander of the Lahore Circle, became the first, and Mr. Pearson of the Rawal Pindi Circle, the second Inspector. Mr. Willmot late Principal Dehli College has been appointed 3rd Inspector and has been placed in charge of the Ambala Circle, but as the appointment entailed a loss to this officer of Rs. 100 per mensem the Supreme Government has agreed, in consideration of his eminent services, to confer on him a personal allowance of Rs. 100 per mensem tenable as long as he may remain in his present grade.

Commendation of Messrs Alexander, Pearson, and Willmot.

15. Messrs. Alexander and Pearson have shewn their usual zeal and ability in the discharge of their duties; and Mr. Willmot during the short time that he has held his present appointment has travelled over a great portion of his Circle, and devoted himself energetically to his new work. The long and approved services of the two former gentlemen have lately been rewarded by a slight increase of pay, but I venture to hope that the emoluments of all the Inspectors may soon receive a further increase and that they may be placed more nearly on an equality, not only with Inspectors of Schools in other Provinces, but with officers of equal merit and ability in the Covenanted Civil Service.

Death of Mr. Hutton, and appointment of Mr Thompson, Officiating Inspector of Schools.

16. The unfortunate death of Mr. Hutton, late fourth Inspector was recorded by Major Fuller in his last Annual Report. The Inspectorship remained vacant until 12th August, 1867, when Mr. Thompson, 2nd Master of the Lahore School was nominated to officiate, pending the arrival of Mr. Clarke, tutor to the Raja of Mandi on whom it has been determined to confer the permanent appointment.

Notice of the services of Mr. Thompson.

17. Mr. Thompson has completed a satisfactory tour and has shewn great activity in visiting the Schools within his Circle.

Increase of salaries of Deputy Inspectors in the Lahore and Ambala Circles.

18. The salaries of the Deputy Inspectors of the Ambala, and Lahore, Circles have lately been raised to Rs. 140 per mensem by means of corresponding reductions in the expenditure on contingencies in certain Zillah Schools whilst the Deputy Inspectors of the Rawal Pindi and Frontier Circles draw Rs. 80 per mensem each as before.

Inadequacy of the No. of Deputy Inspectors for the proper Inspection of Schools.

19. The work of Inspection increases year by year, and must increase for many years to come so that the staff of subordinate Inspecting officers is becoming constantly less and less adequate to perform the duties required of it. I shall have the honor of submitting hereafter a separate report with proposals calculated to remedy as far as practicable the defects of the present system. As it is improbable that Government will sanction any considerate increase of expenditure, the object must be effected as far as practicable by a redistribution of the present assignment.

No. of Schools and Scholars in each Circle at the close of 1866-67 and 1867-68.

20. The following is a Comparative Statement of the number of Schools and Scholars in each Circle, at the close of 1866-67 and 1867-68, respectively :—

	1866-67.		1867-68.	
	Schools	Scholars	Schools.	Scholars.
Ambala, Circle, ...	599	23,736	624	22,063
Lahore, Do, ...	1,311	46,551	1,128	41,947
Rawal Pindee, Do, ...	730	25,661	762	25,329
Frontier, Do, ...	205	6,440	199	6,637
TOTAL, ..	2,845	1,02,388	2,713	95,976

Heretofore an Anglo Vernacular Government or Aided School has been considered to form with its Branches one Institution ; but the Branches having

been this year shewn as separate Schools, the apparent number of Schools is greater in the Ambala Circle by ... ... 35 ... ... in the Lahore Circle by ... ... 47 ... ... in the Rawal Pindi Circle by ... ... 5 ... ... and in the Frontier Circle by ... ... 4 ... ...than it would have been under the former system.

Decrease of Scholars during 1867-68.

21. The reduction in the number of students is due in the Ambala Circle to a falling off in the Vernacular Male and Female Schools, Town and Village, and to the fact that 605 boys, who formerly attended the Branches of the Government School at Dehli now attend Indigenous Schools (as will be explained in due course)* whilst in the Lahore Circle there is a great diminution in the number of pupils in Village Schools and of Female Students at Lahore and Amritsar.

* See para. 68.

B.—FINANCIAL AND GENERAL STATISTICS.

General distribution of expenditure.

22. The distribution of expenditure on Education under the three main heads prescribed by the Supreme Government is shewn below.

Charges.	Expenditure.	
	From Imperial Revenue.	From Local Funds.
Direction and its subsidiary charges, ...	88,791	...
Inspection, Ditto, ...	68,206	11,406
Instruction, ...	* 3,9,6,448	2,43,447
Total Rupees, ...	5,53,445	2,54,853

Under the head of direction are included Rs. 50,997 on account of the Book Department which repaid to Government Rs. 45,000, and Rs. 10,470 for miscellaneous charges comprising patronage of literature, Educational Darbars the Sarkari Akhbar, Khilats to persons who have exerted themselves in the cause of education, &c., &c, so that the actual expenditure on direction amounted to Rs. 27,324 only against Rs. 48,182 during 1866-67. The latter amount however included the following items :—

Remuneration to Examiners,...	1,500
Khilluts to persons who exerted themselves in the cause of education, ...	200
Educational Darbars, ...	200
Sarkari Akhbar, ...	2,100
Salary of Curator and his office Establishment, ...	5,460

* Exclusive of expenditure on buildings.

23. The comparative abstract of general and Financial Statistics is appended in the usual form. Last year Indigenous Schools were not included in this statement as the statistics, that could be obtained regarding them, were not considered reliable and for the same reason I have omitted them on the present occasion. (Vide paras : 141 to 148).

Abstract of General and Financial Statistics.

		No. of Institution.	No. of Scholars on the rolls at the close of 1867-68.	Average No. of pupils on the rolls monthly for 1867-68.	Average daily attendance for 1867-68.	Aggregate expenditure from all sources.	Chargeable to Imperial Revenue.	Chargeable to Educational Cess Fund.	Chargeable to other sources.	Annual Cost of educating each pupil. Total Cost.			Cost to Govt.		
1. Government Colleges,	1866-67,	2	31	...	26	38,154	37,558	...	...	1,467	7	8	1,444	9	.
	1867-68,	2	35	28	24	38,290	37,584	...	706	1,367	8	3	1,342	4	10
2. Govt. Zil' Schools Higher Class,	1866-67,	24	7,922	...	6,753	1,57,281	1,24,884	8,523	...	23	4	7	18	7	9
	1867-68,	6	979	1,024	827	68,992	57,676	3,622	7,694	67	6	.	56	5	2
3. Ditto, Middle, ...	1866 67,	...	...	...	...	...	..	...	...	.	.	.	..	..	.
	1867-68,	19	2,258	2,179	1,781	71,483	62,162	4,790	4,531	32	12	11	28	8	5
4. Govt. Branch Zil' Schools ditto, ...	1866-67,	...	..	...	...	...	...	...	..	.	.	.	..	.	.
	1867-68,	3	197	219	184	3,304	..	...	3,304	15	1	4	..	.	.
5. Govt. Town Schools Ditto, ...	1866-67,	82	8,598	...	7,184	38,202	21,566	15,125	...	5	5	1	3	.	..
	1867-68,	77	8,184	8,200	6,990	36,300	22,332	11,998	1,970	4	6	10	2	12	7
6. Govt. Branch Zil' Schools Lower Class,	1866-67,	...	..	...	...	...	..	...	..	...	..	..	...	.	.
	1867-68,	46	3,442	3,386	2,813	11,846	5,357	...	6,489	3	7	11	1	9	3
7. Govt. Village Schools Ditto, ...	1866-67,	1,660	53,757	.	45,298	1,69,698	24,712	1,39.326	...	3	11	11	..	8	9
	1867-68,	...	51,326	50,118	42,632	1,71,317	23,087	1,40,742	7,488	3	6	8	...	7	4
8. Govt. Female Schools Ditto, ...	1866 67,	296	6,198	...	5,534	21,901	8,865	13,035	...	3	15	4	1	9	8
	1867-68,	272	5,653	5,821	5,120	21,190	9,652	10,322	1,216	3	10	3	1	10	6
9. Govt. Jail Schools Ditto, ...	1866-67,	22	4,690	...	4,315	2,682	299	11	.	...	9	11	...	1	1
	1867-68,	23	4,679	4,681	4,043	3,008	241	85	2,682	.	10	3	...	..	10
10. Aided Colleges, ...	1866-67,	1	10	...	11	7,840	5,546	...	..	667	5	8	458	12	4
	1867 68,	1	9	6	6	6,514	2,535	...	3,979	1085	10	8	422	8	
11. Do. Schools Higher Class, ...	1866-67,	21	4,701	...	4,006	1,14,610	59,847	...	...	27	12	...	12	...	11
	1867-68,	8	1,434	1,334	1,030	74,702	38,878	...	35,824	47	6	1	20	8	5
12. Do. Schools Middle Class, ...	1866-67,	73	1,692	...	1,289	42,604	18,775	...	..	14	3	11	6	2	8
	1867-68,	88	2,884	2,673	1,732	99,268	55,945	...	43,323	16	8	9	7	5	7
13. Do. Schools Lower Class, ...	1866-67,	2	160	...	169	2,172	1,008	...	..	6	15	..	3	.	1
	1867-68,	93	4,644	4,501	3,360	29,384	8,222	5,164	15,998	6	8	5	1	13	2
14. Do. Female Schools Class, ...	1866-67,	651	14,243	...	11,698	58,123	45.308	...	..	4	15	6	2	13	9
	1867-68,	507	9,838	10,436	9,052	79,753	45,262	...	34,491	6	3	11	3	14	8
15. Govt. Normal Schools	1866-67,	7	279	...	236	35,292	18,492	16,775	...	149	8	8	78	5	9
	1867-68.	9	271	255	217	36,694	19,013	17,665	16	143	14	4	74	9	...
16. Aided Normal Schools, ..	1866-67,	4	107	...	89	10,167	3,470	...	..	114	3	10	37	8	6
	1867-68.	4	144	122	111	10,248	4,905	...	5,343	84	..	1	39	6	9
17. Indigenous Schools,	1866-67,	...	...	...	...	2,298	2,298	...	...	...	...	..	...	...	
	1867-68,	...	...	...	...	3,597	3,597	...	...	...	...	.	.	...	
18. General Establishments.	1866-67,	...	...	...	...	2,01,432	1,90.019	11,413	..	..	...	..	...	...	.
	1867-68,	...	...	...	...	1,68,403	1,56,997	11,406	...	...	...	.	...	...	...
19. Educational buildings,	1866-67,	...	...	...	...	46,602	...	46,602	...	...	...	.	...	...	..
	1867-68,	...	...	..	...	14,883	1,415	16,824	2,644	..	...	..	...	...	...
	1866-67,	2,845	1,02,388	..	86,608	9,49,058	5,62,647	2,50,810	..	...	...	..	.	.	.
	1867 68,	2,713	95 977	94,983	79,922	9,49,176	5,54,860	2,16,618	1,77,698		.	..	.	.	.

Column 6 includes the following grants for building and endowment funds, the equivalents of which from private sources, are not entered in column 5 :—Rs. 11,500 to Jotogh School, Rs. 4,900 to Panjab Girl's School and Rs. 1,307 to Rawal Pindi cum Murree School.

Grants-in-aid aggregating Rs. 24,659 were paid to the Lawrence Asylum Murree, the Lahore High School, and Bedee Khem Singh's Female School, but owing to the non receipt of returns the expenditure from private sources, and the statistics of these institutions, are not included in this statement.

Institutions statistics of which are not included in the preceding statement.

24. The returns for the Lawrence Asylum at Murree and for Bedi Khem Singh's Female Schools in the Rawal Pindi District were found to be inaccurate and were accordingly returned for correction but were not received back in time for incorporation in the general statements. The Manager of the Lahore High School notwithstanding frequent reminders has neglected to submit returns for the second half of 1867-68. The statistics of these Schools therefore (with the exception of the Grants-in-aid which are included in column 6,), have necessarily been omitted from the Statement.

Detailed distribution of expenditure.

25. Out of the aggregate expenditure of Rs. 9,49,176 shewn in column 5, Rs. 5,54,860 were paid from the Imperial Revenue, Rs. 2,16,618 from the one per cent Cess, and Rs. 1,77,698, from private sources and local funds. Of the latter sum, Rs. 1,38,959 were expended on private Institutions and Rs. 38,739 on Government Schools.

Decrease of expenditure on buildings and General Establishment and increase of that on Schools.

26. The expenditure on Educational buildings and on general Establishments is considerably less than last year; whilst that on Schools whether from the Imperial Revenue or from private sources has increased.

Decrease of Schools.

27. As already stated there is a considerable falling off in the number of Schools and Scholars. This occurs chiefly amongst Government Town and Village Schools and Aided Female Schools and will be further noticed in due course. (Vide paras: 93, 101 and 111)

Increase in the No. of students attending Colleges.

28. There has been a slight increase in the number of students at Government Colleges and it is satisfactory to find that notwithstanding the great disadvantages to which these Colleges have been subjected, the attendance of matriculated students has never fallen below that which prevailed two years since inthe Colleges of Agra and Barielly. (Vide paras: 31½ to 43.)

Separation of the statistics of Branches from those of main Schools

29. In accordance with the proposal of the late Director which was sanctioned by No. 364 dated 20th August 1867, the Branches of all Anglo Vernacular Schools have this year been returned separately from the main Schools, and the main Schools themselves have been divided into two classes. The change of system which will be fully explained in treating of the different kinds of Schools has caused of course a great variation in the statistics.

* Vide paras 85 to 92.

Increase of cost of education in Aided Female Schools and decrease of the cost in Normal Schools.

30. In Aided Female Schools the cost of education has risen owing to the increase of expenditure from private sources, and the falling off in attendance, whilst in Grant-in-aid and Normal Schools it has decreased.

Fees.

31. The following statement shews the fees levied during the last five years :—

Fees Levied at.	1863-64	1864-65	1865-66	1866-67	1867-68
Government Colleges, ...	42	412	532	596	493*
Government Zillah Schools Higher Class, ..	...	...	..	...	4,796
Ditto, Middle, Ditto, ...	7,267	10,182	11,264	11,635	3,375
Branches to Ditto, Ditto Ditto, ..	...				248
Ditto Ditto Lower Ditto, ...	...	...	...		2,255
Government Town Schools Middle Class, ...	1,233	1,273	1,330	1,511	1,933
Ditto Village Schools Lower Class, ...	3,997	4,082	3,782	3,735	4,236
Total Rupees, ..	12,539	15,949	15,908	17,477	17,336

The amount collected in Government Colleges and in some of the Zillah Schools has decreased since the previous year, but if the fees paid by students who formerly attended Government Schools and are now reading in aided Schools were added; the total amount would exceed that collected in 1866-67.

SECTION II. AND III. UNIVERSITIES AND GOVERNMENT COLLEGES.

Reflections made by Messrs Monteath and Howell on the Panjab Colleges

31½. Considerable misapprehension appears to exist regarding the Panjab Government Colleges. In the notes of Mr. Monteath, and of Mr. Howell, on the state of Education in India during 1865-66 and 1866-67, they are condemned in the strongest terms on account of the excessive rate of expenditure as compared with the number of matriculated students,† their establishment is declared to have been premature, and the expectations of the late Director with regard to the award of Scholarships are represented as most extravagant. The statements contained in these Notes must necessarily convey a totally false impression to any one not acquainted with the actual facts of the case.

* Rs 48 have been paid since the close of the year as arrears by students of the Lahore College. Vide para 22 of Principal's Report.

† i. e students who have passed the Entrance Examination of the Calcutta University

Colleges established in the Panjab in imitation of those that existed in N. W. P.

32. In order to place matters in a clear light, it is necessary first of all to consider the circumstances under which the establishment of these Colleges was recommended. It was believed that the system which prevailed in the North-West, and the actual condition of the Colleges of that Province, were thoroughly known and understood, that the progress made was considered satisfactory, and that could the Colleges of the Panjab shew equal results, their progress also would be considered satisfactory, and they would receive the same support as the older Colleges of the North-West.

Cost and attendance of the Panjab Colleges during 1865-66.

33. Now the cost of the Colleges of the Panjab during the year, to which Mr. Monteath's Note refers, was far less than that of any other Government College North of Bengal, and the average number of matriculated students attending each College was considerably greater in the Panjab than in the North-West Provinces. The Dehli College contained more matriculated students than any College in the North-West Provinces, and even the Lahore College, small as the attendance undoubtedly was, contained in proportion to the expenditure and to the strength of the Educational staff more matriculated students than the Agra College. Nevertheless the condition of *both* the Panjab Colleges was declared unsatisfactory and Government refused to grant a second Professor for either the one or the other, though the Colleges of the North-West Provinces which were furnished with an ample staff of instructors escaped free of all blame, and whilst the scheme of studies enforced by the Calcutta University, is of such a nature that the four classes into which every affiliated College, however few Students it may contain, is necessarily divided cannot by any possibility be adequately instructed by a Principal, a Professor and an Arabic Teacher, the establishments allowed in the Panjab.*

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* The average attendance of matriculated students in the Colleges of the North-Western Provinces and Panjab in 1865-66 was as follows :—

Benares,	15.	Bareilly,	11.	Agra,	9.
Dehli,	21.	Lahore,	8.		

Average for each College of the N. W. P. 12, of the Panjab 14-5.

Every College in the North-West Provinces had two European Professors and if I am not mistaken an Assistant Professor also, besides the Teacher of Oriental languages. At Agra there was, in addition to these, a Law Professor. The following table shews the total number of students under instruction in the Government Colleges and the Government Schools connected with them at the stations above named and the average cost of educating each student whether matriculated or non-matriculated.

INSTITUTIONS.	Average daily attendance.	Expenditure.			Average cost per head.		
Benares, ...	528	69,486	8	11	131	9	7
Bareilly, ...	265	39,989	7	2	150	...	11
Agra, ...	247	49,539	12	5	200	9	..
Dehli, ...	1,035	44,614	5	...	43	1	8
Lahore, ...	596	38,035	15	9	63	13	1

System of awarding scholarships sanctioned in 1866-67

34. In 1866-67 a new system of awarding scholarships was introduced,* a system that was said to prevail in Bengal, though I have been assured on the very best authority that such is not the case. By this means the Colleges of the Panjab were suddenly placed at a still greater disadvantage as compared with all other Colleges in India including those of Bengal.†

Success of the Panjab Colleges considered unsatisfactory.

35. Thus though the Panjab Colleges were able within two years of their establishment to rival the much older Institutions of the North-West, the results were pronounced unsatisfactory, the support that had been confidently expected was withheld, and restrictions were introduced on the award of scholarships of a nature that would in all probability have ruined any College of the neighbouring Province. Could this have been foreseen, it is certain that no Educational officer would have recommended the Establishment of Colleges at Dehli and Lahore in 1864. Under the belief, however, that the Collegiate system of the North-West was perfectly satisfactory to the Supreme Government, a natural desire arose to emulate the success of that Province.

Supply of young men from the Colleges for service under Government.

36. As in the North-Western Provinces so in the Panjab, it was thought worth while to incur an expenditure large in proportion to the immediate results, not for the benefit of the few, but in order to raise the standard of Education, and to train up useful servants for the state. The great benefit, that the Colleges of the Panjab have undoubtedly conferred on the country, by supplying annually to Government offices of all kinds, a considerable number of young men, who have received an education of a comparatively high order, has not been sufficiently recognized.

Award of scholarships in the Panjab Colleges.

37. Mr. Howell remarks that according to the view of the late Director 'a scholarship in the Panjab is not to be competed for and given, as the reward of distinguished merit, but is to be a payment made by Government to induce students to receive from Government the advantages of a costly education' and the introduction of such a principle 'for the benefit of the few' is said to be opposed to

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* The rule laid down was that only one third of the matriculated students actually attending College could receive scholarships. It is quite evident therefore that unless for every scholarship holder, two students, without scholarships, could be induced to attend, the Colleges must soon collapse. Mr. Howell has not understood the effect of these rules. He states that one-third of the matriculated students *of each year* are to be provided with scholarships. Scholarships are tenable for two years. Suppose that in 1866, 15 students receive scholarships, and that all non-scholarship holders leave in the course of the year. Next year 30 matriculated students join but as there are already (15) fifteen students whose scholarships are tenable for another year not one of the 30 students just passed will be eligible for a scholarship.

† I have already shewn in my letter No. 14, dated 17th January 1868, that though the results of the Calcutta University Examination in December 1866, were more favorable to the Dehli College than to that at Agra, an assignment of Rs. 183-0-0 from the Imperial Revenue was made for some 19 students at Agra, whilst only Rs. 207-0-0 were allowed for 42 in the Panjab. For comparison with Bengal see paras. 42 and 43.

the theory of education propounded in the Despatch of 1854, and to the previous policy of the State.*

The award of a scholarship to each College student in the Panjab.

38. Now the facts of the case and the principle that has been followed are very simple. The Colleges of the Panjab, in imitation of the North-Western Provinces, (which were supposed to accord in every way with the wishes of Government) were established at a time when the progress of Education was such that only a small number of students could be expected to pass the Entrance Examination and when such students, owing to the facility with which they could obtain employment, would have strong inducements held out to them to leave the Colleges. Under these circumstances it was well understood that in order to retain in the College even a small number of pupils it would be necessary in the first intance to offer a scholarship to nearly every student who after passing the Entrance Examination with credit, was willing to pursue his studies.†

The same system of awarding scholarships prevails in the Colleges for professional education.

39. It seems to have been overlooked that a similar practice has prevailed for years in Medical and Engineering Colleges, where the students receive liberal stipends with the guarantee of lucrative employment, on their completion of the prescribed course of study. Some of these Institutions would soon cease to exist, if the rules for the award of scholarships were assimilated to those in force in the Panjab Colleges.

The principle on which the Colleges of the Panjab were at first established.

40. I have endeavoured to shew on what principle the Colleges of the Panjab, in imitation of those of the North-Western Provinces, were at first established. Whether or not it would have been more advisable to defer their establishment for a few years, and to concentrate our exertions on the improvement of Zillah Schools, is a question which I need not here discuss. But when the Colleges had been once established, their utility might have been greatly increased by an extra expenditure on scholarships, insignificant in comparison with the cost of Establishments, and this would in all probability have reduced the average cost of educating each pupil to one-half or one-third of that which now prevails.

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* *Mr. Howell quotes a passage from Macaulay which he considers applicable, in order to shew that the supply of education should, in all cases, be regulated by the state of the market. The prevailing opinion at home in the present day on this subject has been thus aptly expressed. "Your dogma is a fallacy: knowledge is not a commodity; it is not to be had for the buying; its quality is not determined by its cost, nor its cost by its quality. Education obeys few of the laws of shop: the man who has much, wants more; the man who has little cares for it less; he who has none will take no trouble to get it; the boy who has no learning has to be driven to school, and the man who has none refuses to cross its threshold. The political economy of shop is therefore a blunder; when applied to education it is a blunder and leads to crime; knowledge is a high gift most valued by those who have it in largest quantity; it is also a gift which only those who possess can bestow on others—in other words only the educated can instruct the uneducated. But the possession of this high privilege carries with it responsibility and duty: it is the duty of those, who know, to communicate their knowledge to their fellow-men."

Professor Jowett notices the fact that some Professors at Oxford have only one or two intermittent pupils and a similar complaint has been made regarding certain branches of study in Paris. The remedy proposed is not to withdraw the supply of instruction for which there is no adequate demand, but to found scholarships—for specific branches of study.

† At a time when the Entrance Examination represented a standard, to which few students had attained, all scholarships conferred on students, who passed that examination may be fairly considered rewards for distinguished merit.

Comparison of the Panjab Colleges with the College at Patna.

41. It should be observed that amongst the Colleges of Bengal the Patna College alone is of recent date. (*a.*) Both the Panjab Colleges have been condemned, yet the difference, during 1865-66, between the average cost of educating each matriculated student at Delhi and at Patna, was certainly not sufficient to justify the judgment that has been passed by Mr. Monteath. On the other hand the average cost of educating each non-matriculated student at Delhi, was to the cost of educating each such student at Patna as one to three. (*b.*) The fees taken from matriculated students at Delhi amounted to Rs. 358, and at Patna Rs. 300 only. (*c.*)

Where the average number of students on the rolls was 24, Rs. 249 were allowed for scholarships; for the Panjab Colleges which contained 42 students only Rs. 207 are allowed.

42. During 1866-67, sixteen students of the Patna College, where the average number of students on the rolls was 24, and average attendance 20, received Government scholarships aggregating Rs. 249 (*d.*) per mensem, whilst the assignment for the Colleges of the Panjab, which contained 42 matriculated students was, as stated above Rs. 207 per mensem only. Yet His Excellency the Governor General in Council has admitted the propriety of "extending a more than ordinarily liberal encouragement of this sort during the infancy of College education in the Panjab."

New system of awarding scholarships sanctioned for the Panjab.

43. Since the close of the year under report Government has agreed as a *temporary concession* to allow scholarships equal in number to one-fourth of the students who pass the Entrance and First Arts Examination, and this rule, though very unfavorable as compared with the practice which prevails in the North-Western Provinces, or even in Bengal, will at least remove the elements of uncertainty, which have been so detrimental to all progress during the last two years. On turning to the Annual Report of the Bengal Presidency for 1865-66, I find that the number of scholarships do not fall far short of *one-third* of the total number of students who passed the First Arts and Entrance Examinations. Out of 611 students 184 received scholarships.

The following fact however is still more remarkable. In 1866-67, 120 students passed the First Examination in Arts, and I find from Mr. Howell's Note that the number of senior scholarships annually open for competition has been increased to 40, as an additional expenditure of Rs. 574, per annum, the number hitherto available being considered quite inadequate for the large and increasing number of undergraduate students who compete for these prizes in the First Examination in Arts, (page 93.)

Government Colleges.

44. The following is the prescribed statement of attendance and expenditure in Government Colleges during 1867-68 :—

(*a.*) Established in 1862, the Colleges of the Panjab were established in 1864.

(*b.*) The statistics are as follow :—

Patna College, cost of each matriculated student 633-14-0 = (52-13-2) by 12.
Delhi College, cost of each matriculated student 782-9-4.
Patna School, cost of each non matriculated student 76-7-0 = (6-5-11) by 12.
Delhi School, cost of each non-matriculated student 27-12-8.

(*c*) Mr Howell states that the charge for fees in the Higher School (in which apparently Colleges are included) of the North-Western Provinces, the Panjab and Oudh varies from three shillings to three pence a month. In the Colleges of the Panjab no student has ever paid less than four shillings; and many students of the Higher Schools pay ten shillings a month.

(*d.*) *Vide* Report of Principal for 1866-67 giving detail of scholarships and extracts in Mr. Howell's Note shewing value of scholarships of each grade page 353.

	General Education.	
	Lahore.	Dehli.
Number of Institutions, ...	1	1
Number on the rolls at the close of 1867-68, ...	9	26
Average number on the rolls monthly for 1867-68, ...	9	19
Average daily attendance for 1867-68, ...	6	18
Total expenditure, From Imperial Revenue, ...	18,140	10,444
Total expenditure, From Local Funds, ...	120	586

Results of the Calcutta University Examinations from the commencement.

45. The results of the Calcutta University Examinations for all Educational Institutions in the Panjab are shewn below :—

Years.	B. A. Examination			First Arts Examination.			Entrance Examination.		
	Number of Candidates.	Passed.		Number of Candidates	Passed.		Number of Candidates	Passed	
		From Government Institution	From Private Institution.		From Government Institution.	From Private Institution.		From Government Institution	From Private Institution.
1861-62, ...	...	...	...	...	...	...	10	(a) 4	1
1862-63, ...	...	...	...	...	...	...	12	7	1
1863-64, ...	...	...	...	...	...	...	35	(a) 15	10
1864-65, ...	...	...	...	...	...	...	43	(b) 15	16
1865-66, ...	...	...	...	20	5	5	75	(a) 15	8
1866-67, ...	...	...	...	17	4	...	81	18	4
1867-68, ...	7	2	2	11	4	1	73	(a) 24	20

Results of the C. U Examinations in detail for 1867-68

46. The following statements exhibit in detail the results of the Examinations of the Calcutta University for the year under review :—

(a) Including one School Master. (b) Including two School Masters.

B. A. Examination, January 1868.

Names of Institutions	No. of Candidates.	Passed in			Failed in.					
		1st Division.	2nd Division	3rd Division.	English.	2nd Language	History.	Mathematics and Natural Philosophy	Mental and Moral Philosophy.	Optional subjects.
Government College, Lahore, ..	2	..	...	1	1	...	1	...	..	..
Do, Dehli, ...	2	...	1	...	.	...	...	...	1	.
Mission College, Lahore, ...	3	...	1	1	...	...	...	1	...	...
Total, ...	7	...	2	2	1		1	1	1	..

First Arts Examination, December 1867.

Names of Institutions.	No. of Candidates.	Passed in.			Failed in.				
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language	History.	Mathematics.	Mental and Moral Philosophy.
Government College, Lahore, ...	3	...	...	...	2	2	1	...	1
Do, Dehli, ...	(a.) 6	...	2	2	1	1	1	...	1
Mission College, Lahore, ...	1	...	1	...	...	...	...	...	..
Total, ...	10	...	3	2	3	3	2	..	2

(a.) One absent.

Entrance Examination, December 1867.

Names of Institutions.	No. of Candidates.	Passed in.			Failed in.			
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language	History and Geography.	Mathematics.
Govt. Zil' Schools.								
Dehli, ...	12	2	6	3	1	..	...	...
Lahore, ...	10	...	2	2	4	3	5	5
Amritsar, ...	6	...	1	2	3	...	2	2
Rewari, ...	3	...	...	1	1	...	2	1
Gujranwala, ...	1	...	...	1	...	...	...	...
Gujarat. ...	6	...	...	3	1	..	3	1
	38	2	9	12	10	3	12	9
Private Aided Schools.								
1. St. Stephen's College, Dehli, ...	6	...	2	1	...	..	2	2
2. Lahore Mission, School, ..	3	...	...	3	...	...	...	...
3. Amritsar, Do., ...	3	...	...	2	1	...	1	...
4. Jalandhar, Do, ...	3	...	1	2	...	...	...	...
5. Rawal Pindi, Do., ...	3	...	...	3	...	...	...	...
6. Jhelum, Do., ...	(a) 4	...	...	...	2	2	2	3
7. Ambala, Do., ...	3	...	...	1	2	1	2	2
8 Peshawar, Do., ...	1	...	1	...	...	...	...	...
9. Lahore Hindu School, ...	4	...	...	...	3	2	2	4
10. Bishop's School, Jutogh, ...	4	2	2	...	.	...	...	...
Teachers, ...	1	...	...	1	...	...	...	...
	35	2	6	13	8	5	9	11
Total, ...	73	4	15	25	18	8	21	20

(*a*.) One absent.

Review of results of the last Examinations.

47. Of seven candidates from the Panjab for the B A. Examination two passed in the 2nd and two in the 3rd division. Out of 11 for the First Arts Examination of whom one was ill and consequently absent, three passed in the 2nd and two in the 3rd division, and out of 73 candidates for the Entrance Examination, 44 passed, of whom 4 were placed in the 1st division, 15 in the second, and 25 in the third division. These results are satisfactory as compared with the statistics

for the whole Presidency (a.) and still more so, as shewing a very remarkable improvement in the Panjab since the previous year.

Results of the Entrance Examination creditable to Aided Schools.

48. The results of the Entrance Examination are particularly creditable as regards private Institutions which passed twenty candidates, whilst in the previous years they succeeded in passing only four.

B. A. Students.

49. This is the first occasion on which the Panjab has sent up any candidates for the B A. Examination. His Honor the Lieutenant Governor has been pleased to order that all students who take the degree of B. A, shall be entitled to a seat in local Darbars. Of the four students who passed the recent Examination two have elected to enter the Educational Department, and one has been appointed a Tahsildar in the Karnal District.

LAHORE GOVERNMENT COLLEGE.

Lahore Government College.

Principal,—G. W. Leitner, M. A., Ph. D.

Professor of Mathematics,—W. H. Crank.

Assistant Professor of Arabic,—Moulvie Alemdar Hussain.

Attendance at the College.

50. There were at the close of the year only nine matriculated students in the Lahore College or three less than at the close of 1866-67. As many as 18 different matriculated students have attended the College during the year, but the average attendance has been very low.

Two Students went up to the B A. Examination, of whom one passed.

51. Two students presented themselves for the B. A. Examination; one, Sanjhi Mal by name, was successful and has since then, through the liberal desire of the Financial Commissioner to encourage education of a high order, been made a Tahsildar. The other failed, contrary to the expectations of all who knew him, as he was looked upon as one of the most able and promising students in the Province.

The result of the Examinations of the Calcutta University not altogether satisfactory as regards Lahore Government College.

52. Some of the causes which have affected the attendance at the College have been detailed by Doctor Leitner, and there can be no doubt that its progress must have been greatly retarded by the unsettled state in which the Institution remained for several months during the year. On the whole the result of the Examinations of the Calcutta University is not altogether satisfactory, but there is reason to hope that improvement will be visible in December next.

Colleges at Lahore and Agra compared.

53. It may be observed that the prospects of the Agra College were until quite recently no better than those of the Lahore College now are, though it had been presided over by officers of acknowledged zeal and ability and had never been subjected to the unfavorable regulations regarding Scholarships which have been

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(a) Out of 212, 388 and 1,507 candidates for the B. A., First Arts and Entrance Examination, the numbers passed were as follows
B A 99 First Arts 188. Entrance 814

made applicable to the Lahore College, or suffered for the exceptional causes which have retarded the progress of that College during a portion of the year under report. (a.)

Future prospects of the Lahore Government College.

54. It may be hoped that the scholarships sanctioned by Government will be largely supplemented in future years by private liberality, and that the various Zil' Schools throughout the Panjab will soon supply a large number of students to the College, and should these expectations be realized and the Educational staff receive a sufficient accession of strength, there need be no apprehension as to the ultimate success of the Institution.

Diminution of attendance at the Lahore Zil' School

55. The attendance at the Zil' School has considerably diminished during the year. This is attributed to the increase that has been made in the rate of fees. The four first classes contained at the close of the year 6, 8, 8, and 13 students respectively and the whole school 114. Last year the numbers were: first four classes 14, 10, 13, and 19; whole school 150. In Branch Schools also the number of students has fallen from 488 to 430.

Success and failure in Departmental Examinations.

56. In the Departmental Examinations the students of the first and second classes did not acquit themselves so well as might have been expected, but those of the lower classes, though they failed to some extent at the July examination, stood first amongst all the students of the Panjab who took part in the October Examination.

Commendation of Mr. Beddy

57. Mr. Beddy has continued to perform his duties in a satisfactory manner and to merit the high praise which has always been awarded to his zeal and ability.

Conversion of Branch Schools into Grant-in-aid Schools.

58. If sufficient funds are forthcoming, I hope that measures may soon be effected for placing the Branch Schools on a more satisfactory footing, and for assimilating them to some extent to those connected with the Dehli School.

DEHLI GOVERNMENT COLLEGE.

Educational staff of the Dehli Government College.

Principal,—C. R. COOKE, Esq., B. A.
Professor,—W. ELLIS, Esq., M. A.
Assistant Professor of Arabic,—Maulavi ZIYA-UD-DIN.

Increase in attendance and progress in studies satisfactory.

59. The Dehli College has made the most satisfactory progress during the past year, and its students have greatly distinguished themselves in the Examinations of the

(a.) It is disagreeable to be forced to institute such comparisons as these. I have however the less hesitation in so doing, since the Agra College, which has numbered amongst its Principals and Professors some of the most able of the Educational Officers of this Province, has made the most remarkable progress during the year which has just closed.

Calcutta University. The number of students has risen from 19 to 26, who were classified as follows :—

First year, ...	14.
Second year, ...	6.
Third year, ...	4.
Fourth year, ...	1.
Fifth year, ...	1.=26.

Success in the B. A., First Arts, and Entrance examinations.

60. There were two candidates for the B A. Examination; one of these, Bharon Parshad, stood first amongst the students of the Panjab. Four students passed the First Examination in Arts, out of six, (one of whom was absent on account of sickness,) and no less than eleven students out of twelve were successful in the Entrance Examination. Further details are given in the able and interesting report of Mr. Willmot, who has shewn clearly how very high a place this College occupies as compared with similar Institutions in other parts of India. In estimating the results that have been achieved, it must not be forgotten that no other Government College in the Bengal Presidency with the single exception of that at Lahore, has ever been carried on under such disadvantageous circumstances as those with which the Dehli College has so successfully contended.

Appointment of Mr. Cooke as Principal of the Dehli College.

61. Mr. Willmot remained in charge of the College from the commencement of the year until the month of February 1868, when he was relieved by Professor Ellis who officiated until the 9th March, on which date Mr. Cooke was appointed Principal. The same ability that was shewn by Mr. Cooke when formerly employed in the Dehli College has been most conspicuous at Agra where he has had an opportunity of proving that he possesses in an eminent degree, all those qualities that are essential in the Head of a College and the Superintendent of large and important Schools of various descriptions such as those which form a part of the Educational system of the city of Dehli.

Appointment of Mr. Ellis as Professor in the Dehli College.

62. In the early part of July, Mr. Ellis joined the College as Professor of English History and Literature. The Department is fortunate in the acquisition of an Officer, whose happy method of imparting instruction and power of commanding the attention of his pupils, qualify him no less than his eminent attainments, for success in the profession he has embraced.

Mr. Doran appointed to officiate as Professor on two occasions.

63. Mr. Doran, Head Master of the Zil' School officiated on two occasions as Professor and discharged his duties in a satisfactory manner.

Commendation of Maulavi Ziya-ud-Din, Assistant Professor of Arabic.

64. Maulavi Ziya-ud-Din, Assistant Professor of Arabic, deserves very great credit for the manner in which he has conducted his duties during the year.

Scholarships gained by students of the Dehli College.

65. The College received a rude shock from the introduction of the new system of awarding scholarships by which the attendance was for a time injuriously affected. The students have, however, through their success in the University Examinations gained for themselves a large proportion of the

scholarships allowed by Government, and these have been supplemented by local scholarships. No stipends, however, have been allowed to any students of the first year, who where placed below the 2nd class in the Matriculation Examination.

Prospects of the Dehli College promising.

66. The people of Dehli are at least equal to those of any other city in Northern India in intellectual power and a love of learning; the College will soon be largely recruited by students from the neighbouring districts; and I feel persuaded that before the lapse of many years, it will be one of the largest Colleges in the whole Presidency

Progress of the Dehli Zil' School.

67. The Zil' School at Dehli has made great progress; and as already stated no less than eleven out of twelve candidates from this Institution passed the Entrance Examination, while out of a total of eight junior scholarships the 1st, 2nd, 3rd, 4th, 5th, 6th, and 8th have been gained by students of the Dehli School. Towards the close of 1866-67 the number of students in the various classes had increased to such an extent that it was impossible with the existing staff to instruct them all efficiently.

Formation of Higher class, Middle class, and purely Vernacular Schools

68. To remedy this state of things a new system was introduced and there are now three classes of Schools. Purely Vernacular Schools, which are included in the statement of Indigenous Schools, Middle Schools, and the Zil' or Collegiate School. All students are required to pass an Examination, before they can be promoted from one School to another. The Vernacular Schools and two of the Middle class Schools are supported on the Grant-in-aid system, and three of the Middle class Schools are maintained from the Endowment fund of Nawab Fuzl Ali Khan. The total number of students in the College and all its dependent Institutions is 1286 or 8 more than at the close of the previous year.

The Collegiate School at Dehli consists of two Departments the Upper School and the Middle School

69. The Collegiate School consists of two Departments, the Upper School containing 79 students of the three first classes, and the Middle School which corresponds with the other Schools of this class above mentioned. As the Middle Class Schools now teach to a much higher standard than the old Branch Schools, the classes of the Collegiate School, below the third, have been relieved of many of the students to the great advantage of the remainder.

Amount of fees collected in the Dehli Zil' School.

70. The rate of fees levied in the main School has been considerably raised. At the close of 1866-67 the main School contained 421 boys, whereas there were only 261 students at the end of the year under report: yet Rs. 1,765 were paid as School fees during 1867-68, and this amount is slightly in excess of what was collected during the previous year.

Removal of the College and the Upper School from the Institute to the old College buildings

71. The College and the Upper School have been removed during the year, from the Institute to the old College buildings, in which accommodation has been provided for twelve boarders. I hope that it may soon be found possible to organize a Boarding School similar to the excellent Institution attached to the Agra College. Mr. Cooke's experience at Agra will be invaluable in the furtherance of this object.

Commendation of Messrs. Doran, Kirkpatrick and Lala Sagar Chund

72. The highest praise is due to Mr. Doran, the Head Master, and to Mr. Kirkpatrick, the 2nd Master, who officiated for him during 5 months of the year for the very satisfactory manner in which they have conducted their duties, (a.) and Lala Sagar Chund, late 3rd Master of Zil' School, also deserves special commendation.

Amalgamation of the Dehli and Lahore Colleges.

73. Some months ago I had the honor of proposing the amalgamation of the Lahore and Dehli Colleges. Since that date however many of the Independent Chiefs have come forward in the most liberal manner and have subscribed large sums of money for the promotion of education through the medium of the vernacular and the study of the classical languages of the East.

Oriental University for the Panjab.

74. The idea of establishing an Oriental University originated with Doctor Leitner who was warmly supported in the project by Mr. Aitchison, late Officiating Commissioner of Lahore, by Mr. L. Griffin, and by other gentlemen native and European residing at Lahore.

General principles of the constitution of the University have been determined.

75. Owing to a variety of causes the scheme seemed latterly to languish, but the recent munificent donations have imparted fresh vitality to the movement, and the unanimity, as to general principles, which now appears to prevail, will, it may be hoped, admit of the establishment of a University on a more comprehensive basis than at first seemed possible.

Location of the University at Lahore.

76. The principal subscribers desire that the University should be located at Lahore, and it is extremely doubtful whether students of the Panjab proper could be induced to go to Dehli, whilst it is quite certain, on the other hand, that very few students of Dehli would be willing to proceed to Lahore for the completion of their Education Under these circumstances it is evidently essential that the means of obtaining an education of the highest order should be provided at both these Cities.

The Establishment of the University awaits the orders of the Government of India.

77. As the matter is now under the consideration of the Supreme Government, who have been requested to give a Grant-in-aid equal to the income from private sources of the proposed Lahore University, it will be sufficient here to indicate briefly the general principles on which, if I am not mistaken, we all agree.

General knowledge to be taught through the medium of the Vernacular.

78. The absolute necessity of a knowledge of English to every man, who aspires to an education of the highest order, is fully recognized, but it is thought desirable that all instruction should be conveyed as far as practicable through the Vernacular and that till the student has thoroughly mastered the English language, it should not be made the medium of instruction in other subjects.

Training of Anglo-Oriental Scholars.

79. It is desired to afford greater inducements to the study of Sanscrit and Arabic and more especially to train up a class of men who shall be good Oriental Scholars and at the same time thoroughly conversant with at least some one Branch of West-

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(a) Mr Kirkpatrick has since been appointed Head Master on the transfer of Mr. Doran to another appointment.

ern knowledge. It has always been my conviction that by such a system alone can we hope to produce Scholars who will be able to present to their country-men in an Oriental dress the results of European learning and research.

System of education followed in the old Dehli College

80. Under the old system, which prevailed in the Dehli College, before the mutiny of 1857, there were two separate Departments —The Oriental Department, and the English Department. The students of the former were ignorant of English and did not possess the knowledge requisite to enable them to undertake the preparation of works of value on any Branch of modern learning whilst the students of the English Department were, for the most part, either entirely ignorant of Oriental literature, or at the best quite incapable of writing Urdu with elegance, or appropriating from Arabic or Sanscrit the terms which their own language did not supply.

System of education inoculated by the Calcutta University.

81. Under the system which the Calcutta University has fostered, our students do not acquire a thorough knowledge of Oriental literature and they are encouraged at an early age to study a variety of subjects through the medium of English. It must be evident that when an abstruse subject is taught and written examinations are conducted through the medium of a foreign language, which is but imperfectly understood, the difficulties of the student are greatly increased, and the natural result is a general want of accuracy not only in the subject studied, but also in English composition. Another result of the present system is that all study through the medium of Urdu is unduly depreciated and that wherever the knowledge of English is extended there is a decided diminution in the demand for Urdu text-books.

System of education which it is desirable to pursue

82. In the Panjab all students of English have been invariably required to learn the Vernacular, and this no doubt is a great inprovement on the old system; at the same time they do not receive such a training as is likely to qualify them for the improvement of their own language, and the enlightenment of their ignorant country-men, by original composition, or translation from English works It is desired to remedy this defect so that our English students may be induced to turn their efforts to the creation of a Vernacular literature and to the encouragement, by every means in their power, of the study and perusal of Vernacular works on all kinds of subjects Students imbued with Western knowledge and ideas would find less difficulty, than purely Oriental scholars, in the acquisition of a European language, and thus the study of English and the Vernacular would go hand in hand and each conduce to the extension of the other.

The number of subjects for University examinations should be reduced and the examination in Languages should be more sound

83. Another matter on which we are all agreed is the desirability of reducing the number of subjects required for the higher examinations and of insisting on a greater degree of excellence in each There is a unanimous wish also to alter the present method of conducting examinations in languages by which we all consider that a general system of "cramming" is rendered almost inevitable.

SECTION IV. GOVERNMENT SCHOOLS.

General Statistics.

84. The following Statement shows the statistics of all Government Schools in the prescribed form :—

Description of Institutions.	No. of Institutions.	No. on the rolls at close of 1867-68.	Average No. on the rolls monthly for 1867-68.	Average daily attendance.	Total Expenditure	
					From Imperial Revenue.	From Local Funds.
1. Schools of the Higher Class.	6	979	1,024	827	57,676	11,316
Middle Class.						
1. Zil' Schools,	19	2,258	2,179	1,781	62,162	9,320
2. Branches to do.,	3	197	219	184	...	3,303
3. Town Schools,	77	8,184	8,200	6,990	22,331	13,968
Lower Class.						
1. Branches to Zil' Schools,	46	3,442	3,386	2,813	5,357	6,489
2. Village Schools,	1,555	51,326	50,118	42,632	23,087	1,48,229
3. Female Schools,	272	5,653	5,821	5,120	9,652	11,538
4. Jail Schools,	23	4,679	4,681	4,043	241	2,768
1. Normal Schools,	9	271	255	217	19,013	17,681
Total, ...	2,010	76,989	75,883	64,607	1,99,519	2,24,612

A.—GOVERNMENT ZIL' SCHOOLS.

Zil' Schools were formerly returned as Schools of the Higher Class, though some of them were not capable of teaching to the standard of the Entrance Examination.

85. Formerly all Zil' Schools were returned as Schools of the Higher Classes, teaching up to the Entrance Examination, Calcutta University, and the statistics of the Branches were included with those of the Main Schools. In point of fact however, many of these Schools had never sent up any candidates for the Entrance Examination, and the educational staff of some amongst them was not capable of carrying on instruction to so high a standard.

New classification of Schools proposed by the late Director.

86. Actuated by these considerations (which are equally applicable to Grant-in-aid Schools,) the late Director proposed (1) that in future only those Anglo-Vernacular Schools whether Government or Private which had sent up at least one successful candidate for the last Matriculation Examination, should in future be considered Schools of the First Class, all others being ranked in the Middle Class, and (2) that Branch Schools should be returned separately from the Main Schools, as Schools of the Middle or Lower Class.

87. These alterations, which received the sanction of Government, demand some comment. I have already had the honor of pointing out that the first of the propositions is open to serious objection, and I have submitted proposals regarding the future classification of Middle and Higher Class Schools; my suggestions received the general approval of Government, and I hope that final arrangements for their introduction may soon be effected.

Future classification of Higher and Middle Class Schools.

88. It is evident that a rule, which will place any School that can send up one successful student to the Entrance Examination, in the higher grade, and will exclude all others, must tend very much to induce the Masters to concentrate all their attention on a few boys to the detriment of the rest, and that it must lead to the perpetration of that system of 'cramming' which already prevails to so great an extent.

The present system of classification tends to encourage "cramming"

89. The separation of Branches of Zil' Schools from the Main Institutions was perhaps inevitable; as the tendency now is, to place the former on the Grant-in-aid system, and Grant-in-aid Schools should be entered in separate returns; but the new arrangement certainly does not tend to shew the statistics in a clear light. Formerly the total expenditure in each Institution, including its Branches, the total number of students, and the numbers in each class, being ascertainable by a mere glance at the statistical tables, it was easy to compare one Institution with another, and to estimate the annual progress. This is the case no longer, as the standards of Branch Schools differ in every town; some teach up to the 3rd and others only to the 8th class of Zil' Schools, and the Main Institutions, in some cases contain all the classes complete, whilst in other cases, the lower classes exist only in the Branches. (*a*.)

Separation of Branches from Main Schools rendered necessary by the conversion of the former into Grant-in-aid Schools

90. No satisfactory conclusion can be drawn from the number of students, or the average cost of education in any given Main School, unless the state of education and the distribution of the students in the Branches be at the same time considered. In every school there must be large classes taught by Masters on low pay, and the number of students in the main schools and the average cost of educating each, depends to a very great extent on the proportion of large classes and of Masters on low salaries located in the main building, and in separate Branches respectively.*

For purposes of comparison on the Main School and its Branches must be taken together.

91. If our statistics are to have any real value it will be clearly necessary to lay down some definite rule with the view of removing the existing uncertainty, and the matter will receive my attention before the preparation of next year's returns.

Principles for the preparation of statistics to be determined.

(*a*) Added to this is the fact that whenever Branch Schools are successful a large portion of the time of the Masters of the Main Institution is taken up in their superintendence and organization as they should be quite as much under the management of the Head Master as the lower classes of the Main School. In estimating the expenditure on Branch Schools, however, it is not at present possible to make any allowance on this account as circumstances vary in every station.

* Suppose a School with 600 boys, costing Rs 1,200 per mensem; the average cost of educating each boy is Rs. 2, per mensem It is found convenient to distribute 400 boys in Branch Schools The Branches cost Rs 3 001, and the Main School Rs. 900, so the average cost of educating each boy in the Main School is Rs. 4-8 0 per mensem.

Conversion of Branches of Zil' Schools into Grant-in-aid Schools.

92. The arrangement introduced at the commencement of the year in the city of Dehli has been already described in para: 68 and it is hoped that a similar system may be gradually extended to all our Schools. A few Branch Schools were brought into the Grant-in-aid system during the year under report; and arrangements were effected for converting into Grant-in-aid Schools the great majority of Branch Schools throughout the Province, with effect from the 1st April 1868.(*a*.); although this measure will involve some additional expense in the first instance, it will pave the way for the gradual extension of the Grant-in-aid system, and the substitution of Aided for Government Schools. It will also afford the means of placing both the main Schools and the Branches on a satisfactory footing. The funds at our disposal have been hitherto quite insufficient to provide for the education of the very large number of students attending these Institutions.

Increase of students in higher classes.

93. Notwithstanding the severe sickness that prevailed during a portion of the year the number of students in the three highest classes has increased as also the number who passed the Entrance Examination as shown below :—

At the close of 1867-68, there were 277 students in the first three classes, against 259 in the previous year.

In December 1867, 23 students passed the Entrance Examination from Zil' Schools while 18 were successful in the Entrance Examination of December 1866.

The total number of students in Zil' Schools at the close of 1866-67, was 7,922, and the number at the close of 1867-68 including those attending aided Branch Schools of all kinds* were 7,997.

Rate of School fees increased.

94. More stringent rules for the levy of fees have been enforced in some Schools and in such cases a large increase in the average rate has resulted, but it has not been found possible during the year under report to carry out these rules universally.

Athletic sports.

95. The efforts that have been made to encourage athletic sports amongst the boys, are described in the Reports of the Inspectors and Principals. Cricket is now becoming very popular wherever it has been introduced and the matches that have been played by the different Schools have excited much interest amongst the boys and their friends.

Educational Darbars.

96. Educational Darbars were held during the year at Lahore and at Dehli. At the former His Honor the Lieutenant-Governor presided and at the latter prizes were distributed by the Commissioner. Various minor Darbars were held by Deputy Commissioners, the most important of which appears to have been in the Hushiarpore District. Accounts of the proceedings at these Darbars will be found in the Reports of the Inspectors

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(*a*) The non-receipt of the Budget has prevented the carrying out of this scheme up to the present time.

* Of these 600 attended purely Vernacular Schools in Dehli, and 143 similar Schools in Karnal, and Syalkot.

Commendation of Masters.

97. The services of the following Masters appear to be specially deserving of commendation besides those noticed in paras. 57 and 72 in connection with the Lahore and Dehli schools:—

Mr. W. T. Lindsay, B. A., Head Master of Amritsar.

Mr. J. D. Staines, Do. of Multan.

Mr. H. H. Millett, Do. of Hushiarpore.

Mr. H. Staines, who officiated for some time as Head Master of Multan.

Hira Lal, Head Master of Rewari.

Many other Masters have discharged their duties in a most satisfactory manner and are duly noticed in the reports of the Inspectors and Principals.

B.—GOVERNMENT TOWN SCHOOLS.

General statistics.

98. At the close of 1866-67 there were 82 Town schools but some of these, as stated in the last annual report, hardly come up to the required standard. There are now only 77 Town Schools, one having been made a Zil' School, and others reduced to the grade of Village Schools whilst a few Village Schools have been raised to the higher grade. The Schools of the Rawal Pindi Circle always have been, and still are, somewhat below the standard, but they will soon it may be hoped fulfil the necessary conditions. The average attendance for the year and the number of students borne on the rolls at its close, were respectively 6,990 and 8,184. In the previous year the average attendance was 7,184 and the number borne on the rolls 8,598. There are 1,581 boys learning English against 1,420 at the end of 1866-67. There are 5,424 Hindus, 2,228 Muhammadans and 532 Sikhs, the proportion being much the same as last year. The fees have increased from Rs. 1,511 to Rs. 1,933-12. The cost of educating each pupil has fallen from 5-5-1 to 4-6-10 and the cost to Government from Rs 3 to Rs. 2-11-7; 6,854 students are studying Urdu, 3,360 Persian; and 1,338 Hindi.

General progress.

99. Considering the text books that are available a very fair education is given in these Schools; but improved works on History and on subjects of general information are much required. The following table shews the percentage of students in each class at the close of the year under report and at the end of 1866-67:—

Percentage of Scholars at the close of	Town School Classes.							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1866-67, ...	0-6	1-2	3 9	5-0	8-4	14-8	15-8	50-2
1867-68, ...	0-4	1-2	3-7	5-9	9-4	17-5	17-0	44-8

Superiority of Town Schools in the Ambala Circle.

100. There has been a considerable falling off in the number of students attending the higher classes in the Ambala Circle but the statistics shew that the Town Schools of this Circle are still considerably in advance of any others. The first, second and third classes contain respectively 3,468, and 127 students and the total number is 3,500 out of 40, 96, and 307 and 8,131 in the whole Panjab. In the first three classes of Town Schools in the Ludhiana District are 57 boys; a larger number than is to be found elsewhere.

C.—GOVERNMENT VILLAGE SCHOOLS.

General statistics.

101. The number of Village Schools has been reduced from 1,660 to 1,555. Some of the worst Schools have been closed, and a further reduction has been caused by the new system introduced in the Dera Gazi Khan District, whose Village Schools, 33 in, number, were last year shewn in this return. The number of scholars on the rolls has fallen from 53,757 to 51,326 and the average attendance from 45,298 to 42,632 There is no material change in the proportion of Hindus, Muhammadans and Sikhs; though the number of Muhammadans has diminished to a somewhat less extent than the others. There are now 25,757 Hindus; 20,530 Muhammadans and 5,039 Sikhs and others. The annual cost of education per head has fallen from Rs. 3-11-11 to Rs. 3-6-8 and the cost to Government from Rs. 0-8-9 to Rs. 0-7-4; 43,946 students are learning Urdu, 19,798 Persian, 6,477 Hindi and 497 the elements of English. Fees amount to Rs. 4,236-1-6 against Rs. 3,735 for the previous year. In many Districts, more especially in the Ambala Circle, the rules regarding the levy of fees in Village Schools are almost entirely ignored; Ludhiana is the only District in that Circle where they are strictly enforced and the students there contribute more than all the rest taken together. In the Lahore Circle the rules are enforced most strictly in Hushiarpore and Gurdaspore where Rs. 707-11-0 and Rs. 789 are collected. In the Rawal Pindi Circle Syalkot and Gujaranwala pay the largest amount. I am not aware of any reason, beyond the attention bestowed on this matter by the Deputy Commissioners, why the Districts above mentioned should contribute more than others. Yet from the four last named Districts comes more than half the total amount raised in the province.

Percentage of students in each class.

102. The following table shows the per centage of students in each class at the close of 1866-67 and 1867-68 respectively :—

Percentage of Scholars at the close of	Village School Classes.							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1866-67, ...	0	0-1	0-5	2-3	7-0	15-8	19-2	55-0
1867-68, ...	0	.06	6	2-4	7-6	16-1	18-8	54-4

Increase of pay of Teachers of Vernacular Schools.

103. I do not think that we can hope for any great improvement either in Town or Village Schools until we raise the salaries, the position and prospects of Vernacular teachers and hold out to the scholars greater inducements to study.

Benefits of employing superior Teachers on good salaries.

104. A large increase to the salaries of teachers would no doubt cause a corresponding reduction in the number of Schools, but it does not follow that a greater number of boys would not learn the elements of reading, writing and arithmetic,* whilst the gain to those who desire a somewhat higher education would be immense and above all the moral effect of entrusting the youth of this Province to earnest, hopeful men who had themselves received a liberal education would be incalculably great.

Value of the education given in Government Schools not recognized.

105. Our Vernacular students find at present, that Urdu and Persian are the only subjects, a knowledge of which is, as a general rule, of any practical value whatever, in the search for employment; and there is no measure which would tend so much to promote education through the medium of the Vernacular, as a decided recognition of the necessity of such education for all persons who aspire to enter the public service.

Measures which will raise the value of a liberal education,

106. The employment of a better class of teachers and the examination in all the Branches of a liberal education of candidates for Government employment would probably raise the value of education to such an extent that the people would soon come forward of their own accord and contribute more largely to the support of Schools.

Establishment of Primary, Middle class, Agricultural and Industrial schools, adapted to the requirements of the people.

107. A comprehensive scheme appears to be necessary which shall provide for the maintenance in each District of a certain number of Primary and Middle Class Schools. The standard of each class should be definitely fixed and the number determined in accordance with the income and the requirements of the District. The Middle Class Schools should be maintained as far as possible on the Grant-in-aid system. A certain latitude should be allowed in the scheme of studies so as to provide for the wants of different classes. Agricultural Schools should be established at a few selected stations and exhibitions should be attached both to primary and to Middle Class Schools; the former tenable at the option of the scholars at Middle Class or Agricultural Schools, the latter at Collegiate Schools, to which Schools for technical instruction should be attached.

These proposals will be taken into consideration at an early date.

108. All these matters will receive my early attention and after due consultation I shall have the honor of submitting a report on the subject; but I have thought it not out of place here to indicate my opinion as to the direction which the necessary reforms should take.

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* There is I fear a large proportion of boys in Vernacular Schools who can hardly be said to learn any thing under the present system.

New arrangements introduced in the Dera Gazi Khan District for the improvement and extension of education.

109. The new arrangement in the Dera Gâzi Khân District, noticed by my predecessor in para. 51 of the Annual Report for 1867-68 has been fully introduced. By this measure the salaries of all the teachers have been considerably raised and with the best effect, as the Officiating Inspector found when he visited the District that the number of students had increased by 417;* and he reports that the schools are superior to any others in the Frontier Circle. The Schools are maintained from a general fund in which are included the proceeds of the one per cent. cess, a further cess on the land revenue, grants from Municipal Funds, contributions from native Chiefs, and a Government grant of Rs. 2,688 for the year. It is to be regretted that further particulars of the working of the scheme have not been supplied. (Vide para. 48 of Inspector's Report.)

Movement in the Gurdaspur District for furtherence of education.

110. A movement of great importance has been set on foot in the Gurdaspur District. A large proportion of the principal Zamindars in several of the Tahsils, have expressed their readiness to subscribe one per cent on the land revenue for the Establishment of a Central Anglo-Vernacular School or College and it is expected that funds will be available for the support of one from 40 to 50 boys who are to be nominated by the subscribers. Should the movement prove successful it is likely to be of the greatest benefit to the District. It is I think very desirable that an effort should be made to organize an Agricultural Department in connection with this School.

School at Maler Kotla.

110½. The Maler Kotla School has been visited by Dr. Leitner who states that satisfactory progress has been made and that the Nawab has appointed an ex-student of the Lahore College as Head Master.

D.—GOVERNMENT FEMALE SCHOOLS.

General statistics.

111. The number of Female Schools has fallen from 296 to 272; the number of girls on the rolls from 6,198, to 5,653 and the average attendance from 5,534 to 5,120. At the close of 1866-67, 4,413 girls were learning Urdu; 1,764 Hindi; 921 Persian and 100 the rudiments of English. Now 4,490 learn Urdu, 1,125 Hindi, 909 Persian and 49 English. The cost of education per head was Rs. 3-10-3 and the cost to Government 1-10-5.

Withdrawal of the assignment of Rs. 10,000 a year sanctioned for Female Schools

112. It was ruled by Government that the sum of Rs. 10,000 per annum for Female Schools should be given for three years only, *i. e.*, to the close of 1867-68; and that after that date all Schools not supported from the one per cent cess and in which the majority of students were not agriculturists must be maintained on the Grant-in-aid system so that though in some special cases, schools will be supported during 1868-69 from Imperial Revenue, there will be a great reduction in the total number of Female Schools.

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* See Inspector's Report para 49.

Appointment of a Superintendant and supply of trained Female teachers necessary for the success of Female Schools.

113. Further particulars regarding these Schools will be found in the Report of the Inspectors. The great obstacles to their success are the want of trained teachers or indeed of Female teachers of any kind, and the absence of proper supervision.

Appointment of a married couple proposed in the Lahore Circle.

114. I have recommended the appointment in the Lahore Circle of a married couple, the husband to be Assistant Inspector of Schools and the lady to be Inspectress of Female Schools. It has been proposed to pay their salaries from savings lately effected so that no additional expense would be incurred by this measure. It is impossible for the Inspector of the Lahore Circle to examine all the Schools in his Circle in the course of the year, and it is also impossible that Female Education can satisfactorily progress unless an Inspectress be appointed. Information regarding Female Normal Schools will be found in paras : 157 to 159.

E. GOVERNMENT JAIL SCHOOLS.

General statistics.

115. The number of Jail Schools has increased from 22 to 23, but the number of prisoners under instruction has fallen from 4,690 to 4,679 and the average attendance from 4,315 to 4,043. The preponderance of Muhammadans has considerably increased during the last year and there are now no less than 2,890 to 1,211 Hindus and 578 Sikhs and others ; 4,236 learn Urdu, 317 Persian and 347 Hindi.

Employment of trained teachers in Jails

116. It is hoped that funds may be made available during the year for the employment of trained teachers in these Institutions, which will then no doubt rapidly improve.

SECTION V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

General statistics.

117. The following is the prescribed statement :—

DESCRIPTION OF INSTITUTIONS.	No. of Institutions	No, on the rolls at close of 1867-68.	Average No on the rolls monthly for 1867-68	Average daily attendance.	Grants-in-aid given by Government.	Expenditure from all sources other than Grants-in-aid given by Government.
Colleges, ...	1	9	6	6	2,535	3,979
Schools of the Higher Class, ..	8	1,434	1,324	1,030	38,878	35,824
Schools of the Middle Class, ..	88	2,884	2,673	1,732	55,945	43,323
Schools of the Lower Class, ...	93	4,644	4,501	3,860	8,222	15,998
Female Schools of ditto,	507	9,838	10,436	9,052	45,262	34,491
Normal Schools, .	4	144	122	111	4,904	5,344
Indigenous Schools, .					3,597	
TOTAL, ..	701	18,953	19,072	15,291	159,343	1,38,959

Private College at Lahore.

118. The number of Matriculated students in the Lahore Mission College has been about the same as in the Government College at that station, and at the close of the year the names of 9 students were on the rolls Two students passed the B A. Examination, one being placed in the second, the other in the third division, one passed the First Arts Examination in the second division, and from the School Department three students passed the Entrance Examination all in the third division. The Main and Branch Schools are attended by very large numbers and there are altogether 1,272 students under instruction in all these Institutions. The amount of fees collected both in the College and the Schools is still very low.

The brother of the youth who embraced Christianity last year from the Lahore Mission School, is at present a Student of the same Institution

119. It will be remembered that last year the attendance at this Institution was effected by the conversion of a Hindu youth to Christianity and that the excitement and alarm caused by this event were felt in Mission Schools over a great part of the Province It is a somewhat remarkable circumstance that the brother of this youth is at the present time a student of the Lahore Mission School.

Changes in regular monthly Grants in aid

120. The monthly expenditure on Grants-in-aid has advanced from 10,785-12 to Rs. 11,613, the net increase since the commencement of the year is Rs. 827-4-0, details of which will be seen from the annexed statement.

NAMES OF SCHOOLS.	AMOUNT			TOTAL.			Date from which sanctioned.
Additional Grants							
Jalandar Mission School, ... 212—262	50	.	.				1st June, 1867.
Rawal Pindi Do., ... 172—240	68	...	.				1st August, 1867.
Do. Cantonment Do., ... 30— 50	20	.	.	138	...	...	1st May, 1867.
New Grants.							
Ishri Parshad's Elementary English School, Dehli,	57	...	.				Rs. 44 from 1st Apl. & Rs. 13 from 1st Decr. 1867.
Nilka Katrah Ditto, ...	50	..	..				1st April, 1867.
Chelouka Kucha, Mission Female School, Do., .	20	...	...				1st October, 1867.
Zanana Schools Dehli, ...	120	...	...				1st January, 1867.
Sirsah Female Schools, ...	17	8	.				1st August, 1867.
Amballa Amlah School, ...	39	...	..				1st June, 1867.
Ludhiana Mission Branch Schools, ...	25	...	..				1st April, 1867.
Elementary English School Jagraon Zil' Ludhiana,	15	..	.				1st August, 1867.
Ditto, Machiwara Do., ...	15	..	..				Ditto.
Ditto, Kanyara Zil' Kangra,...	10	.	.				1st April, 1867.
Ditto, Palampore Do., ...	30	...	..				1st August, 1867.
Ditto, Pathankote Zil' Gurdaspur	15	..	...				1st April, 1867.
Ditto, Tarn Taran Zil' Amritsar,	22	..	...				1st June, 1867.
Lahore Hindu School, ...	70	...	.				1st July, 1867.
Syalkot Amlah School, ...	25	.	.				1st June, 1867.
Bunnoo Mission School, ...	100	.	.				1st April, 1867.
Vernacular Schools, D. G. Khan, District, ...	224	...	..	854	8	.	1st January, 1867.
TOTAL INCREASES, ...				992	8	...	
Grants reduced or abolished.							
Elementary English Shahpur, ... 25—20	5	...	...				1st January, 1868.
Ditto, Sabiana Zil' Kangra, ...	17	...	...				1st Novr. 1867.
Ditto, Para Ditto, ...	17	..	...				Ditto.
Vernacular Schools Society Diffusion Useful Knowledge, Lahore, ...	50	...	...				1st April, 1867.
Elementary English School, Nawakot Zil' Lahore, ...	8	4	...				1st June, 1867.
Ditto, Raiya Zil' Syalkot, ...	13	.	.				22nd May, 1867.
Syalkot Amlah School, ...	25	..	...				1st October, 1867.
Nowshera Mission School, ...	30	.	...				1st April, 1867.
TOTAL DECREASES, ...				165	4	.	
Net Increases, ...				827	4	.	

121. The total amount disbursed on Grants-in-aid was Rs. 1,59,343, which shows an excess of Rs. 23,091 over the previous year. Deducting the amounts paid for building and endowments, and as grants to those Institutions for which returns have not been furnished, the expenditure from the Imperial Revenue was Rs. 1,16,977, whilst the amount expended from private sources (exclusive of building and endowment funds) was Rs. 1,38,959.

Total expenditure on Grant-in-aid, and corresponding expenditure from private sources, in Aided Schools.

A.—PRIVATE SCHOOLS OF HIGHER CLASS.

122. This year Aided Schools have been classed on the principle described in para : 86, and it is therefore quite impossible to make any comparison with the statistics of 1866-67. Eight Schools have sent up each one or more successful candidates for the Matriculation Examination Calcutta University and are therefore returned as Schools of the first class.

Principle of classification.

123. The general progress of all these Schools is extremely satisfactory and as has been already stated, no less than 20 students matriculated, whereas in 1866-67 the number was 4 only. Bishop Cotton's School holds the first place having passed two students in the first and two in the second division.

Progress of higher class schools satisfactory.

124. The statements received from the Henry Lawrence Asylum at Murree were inaccurate and could not be incorporated in these returns. The result of the Inspector's Examination was on the whole satisfactory and all the children appear to be remarkably happy and in excellent health. The control exercised by the Principal over his subordinates however has been of the slightest description and the Institution is consequently in a somewhat disorganized condition.

Henry Lawrence Asylum, Murree.

125 From the close of the year under report the Peshawar Government School has been closed, and the School at Syalkot has been made over to the Mission. There can be no question as to the expediency of extending a similar policy to other Districts wherever funds are forthcoming from private sources for the establishment of a good School and there is no reason to suppose that the cause of education will suffer by the transfer.

Government Zil' Schools at Peshawar and Syalkot closed.

126 There are several matters to be considered in such cases,. as it may sometimes happen, that people who are willing to send their children to a Government School will not entrust them to a Missionary; and it then remains to determine whether the class to which such people belong is of sufficient importance to warrant the maintenance of a School almost exclusively for their benefit.

Maintenance of a Government School for a particular Class of people at a station possessing Mission School.

127. In other cases it may be of importance to maintain a Government School, not alone for the convenience of the people of the town where it is located; but for the benefit of the inhabitants of surrounding Districts; since in every educational system it is most essential that the students of Primary Schools who show special ability should have the means afforded them of obtaining a first rate education.

Maintenance of a Government School for students of many Districts.

Government Schools, with the above exceptions should be withdrawn from localities where Aided Schools are established.

128. Still, though these matters should receive attention, there can be no doubt that if means can be found for providing a school that shall not be inferior to the Government Institution Government should, as a general rule, retire from the field.

Want of co-operation between the Government and Mission Schools in many localities.

129. So far the principle, that we should follow, seems clear enough; but no attempt has yet been made to enable the various Government and Aided Schools to work together harmoniously as part of one great scheme, and hence there is in many localities a great waste of power and a lamentable waste of money which we cannot but view with the very greatest regret when we remember how vast are the educational requirements of this Province, that are still unprovided for, and how restricted in comparison is the amount that Government is able to supply.

Arrangements proposed for securing co-operation between the Government and Aided Schools in the same locality.

130. It appears to me that if all who are interested in the progress of education will co-operate, the solution of this question would present no great difficulty. Let us take the case of a city provided with a first class Zil' School. Suppose that a Mission should desire to commence operations in the same station. The first question should be, can you afford to entertain teachers of equal ability with those of the Government School, and are you prepared to take over the whole Institution? Suppose that such is not the case; the plan ordinarily followed is to plant in the same locality a rival school, by which the cause of education can gain but comparatively little, whilst an unwholesome spirit of rivalry is not unfrequently engendered between the two Institutions. What is the remedy for this state of things? If our first question is answered in the negative, we should inquire to what standard are you prepared to teach? To the standard of our Middle School Examination? Or simply Vernacular subjects: reading and writing Urdu, Arithmetic, the map of India, a little Grammar, and perhaps a little Persian? We might then make over all classes below a certain standard to the Missionaries; if necessary allowing facilities to any section of the community who may object to the tuition of Missionaries, to establish an Aided School of their own. We should retain in our own hands only the upper portion of the school, and if at any future time either Missionaries or natives would provide the necessary funds we should retire from the field altogether.

The general arrangements would be modified by local circumstances.

131. Of course the arrangements to be made, would depend in each case on the state of education and local circumstances; and a little practice would no doubt suggest improvements; but I have, I hope, indicated with sufficient clearness, the principle that I advocate, a principle which would, in my belief, tend to insure both economy and efficiency, and to make all those who are working in the great cause of education, really feel that they are striving for a common object, and that their interests are indeed the same.

B.—PRIVATE SCHOOLS OF THE MIDDLE CLASS.

General statistics.

132 The number of schools of the Middle Class is now 88, with 2,884 students, of whom 2,087 are Hindus, 670 Muhammadans, and 127 Sikhs and others. 4,124 were learning English, 3,349 Urdu, 2,451 Persian, and 364 Hindi. Amongst these schools are included some, that have, on all former occasions, been returned as schools of the First Class. The most important is the Ludhiana School which will soon I trust be able to take and to maintain its place in the First Class.

Middle Class Schools established at Dehli by native gentlemen.

133. The Middle Class Schools of Lala Wazir Singh, and of Lala Salig Ram and his son Lala Ishri Parshad, of which a full account will be found in the Inspector's Report, are deserving of special mention. It is most satisfactory to see schools like these which are amongst the best of their kind established by private liberality. Had it not been for the munificence of these gentlemen, the moral effect of whose example is likely to be of the greatest benefit, the number of students in the city of Dehli must of necessity have been greatly reduced. It is worthy of remark that the amount of fees collected in Lala Wazir Singh's School exceeds the amount collected in any other Grant-in-aid Schools for native boys, with the exception of St. Stephen's College at Dehli and the Mission School at Jalandhar.

An Anglo-Sanscrit School proposed to be established at Dehli.

134. At my last visit to Dehli in the month of March, Lala Rumi Mal, a native gentleman expressed his readiness to subscribe Rs. 50 per mensem, towards the establishment of an Anglo-Sanscrit School; he hoped to be able to raise an additional sum of Rs. 50 per mensem, amongst his friends and he anticipated a grant from Government. I trust that the necessary arrangements may soon be effected; but I learn that he has experienced some difficulty in raising the subscription.

Lahore Hindu School.

135. The Hindu School at Lahore, like those at Dehli, has been set on foot by native enterprize. All the classes up to the first or Entrance Class are complete; but it would perhaps be more useful if no attempt were made to teach beyond the standard of the third class.

Elementary English School attached to Government Vernacular Schools

136. The number of Elementary English Grant-in-aid Schools attached to Government Vernacular Schools, has been increased from 53 to 56 and the average attendance has risen from 1,893 to 2,074. Of these 149 learn English, and 1,925 are Anglo-Vernacular Scholars and are included in the returns of Vernacular Schools.

The money spent on Elementary English Schools might be expended with greater advantage, in improving Vernacular Schools and founding Scholarships.

137. That schools of this class are of considerable utility, that some of them have made satisfactory progress, and that it becomes every year less difficult to obtain for them fairly qualified teachers, I have no doubt; but it is not at all certain, that the money spent on these schools might not be expended to much greater advantage in improving Vernacular Schools, and in founding scholarships for the purpose of enabling the most promising students to complete their Education at Collegiate Schools.

138. As I have already stated, it appears to me to be of very great importance to raise the pay and the position of the masters of Middle Class Vernacular Schools. It is certain also, that it is not at present possible for a boy to acquire a good knowledge of English in these Elementary English Schools, and it is equally certain that very few amongst the boys will complete their Education at an Institution of a higher class, unless we are able to offer them scholarships.

Increase of pay of teachers of Vernacular Schools very desirable.

139. My own opinion is that if the money expended on an Elementary English teacher were spent on the improvement of the Vernacular Department and in founding a few scholarships open to competition, much more real good would be effected and many more boys would become good English scholars than is possible under the present system.

Advantages of expending on Vernacular Schools and on Scholarships, the money spent on Elementary English Schools.

C.—PRIVATE SCHOOLS OF LOWER CLASS.

140. There are 45 lower class, boys schools, chiefly Branches of Main Schools which receive Grants-in-aid under Article V.* and 38 in the Dera Gazi Khan District, which receive a special grant (Vide para. 109). The former contained at the close of the year 3,462 students; 1,780 were learning English, 1,926 Urdu, 933 Persian, and 1,323 Hindi; and the average attendance was 2,536. The schools of the Dera Gazi Khan District contained 1,182 students; of these 22 were learning English, 1,182 Urdu, 315 Persian. The average attendance was 824.

General statistics.

141. The statistics of Indigenous Schools and of purely Vernacular Schools receiving a grant under Article XIV. are included in a separate Table No. VIC. 67 schools have been inspected and have received aid during the year. The most important of these are the purely Vernacular Schools at Dehli, which are the basis on which the Government Schools and those connected with them all rest, and the Mufid 'Am, also at Dehli, which have been set on foot by the Revd. Mr. Smith of the Baptist Mission. They are attended principally by children of the lower castes, such as Chamars, &c., and I believe that much good is being effected by these means. It is remarkable that a few Brahmans and other children of high caste are to be found in these schools. Mr Alexander's Report (para. 122) contains an interesting account of a school established at Lahoul in 1866 under the superintendence of the Moravian Mission.

Indigenous Schools.

142. Few teachers of Indigenous Schools appear anxious to avail themselves of Government aid. The school at Fatehgarh in the Amritsar District deserves special mention as it is reported by the Inspector to be equal to a Government Town School, and it is probably the only *bonâ-fide* Indigenous School in the Panjab where an education of this description can be obtained.

Indigenous School at Fatehgarh in the Amritsar District.

143. According to the statistics supplied by District Officers, on which, however, I fear no great reliance can be placed, there are 4,888 schools with an average attendance of 46,947 not under Government inspection. The number of students reading Persian is

General statistics of Indigenous Schools.

(*) This includes the lecture class of the Anjuman-i-Panjab, statistics of which were last year also included under this head.

9,944 ; Urdu 2,517; Hindi, (Nagri) 4,333 and Sanscrit 3,935. No less than 37,413 are returned as studying miscellaneous subjects, and in this number are comprised boys who read the Quran, and students of Patshalas, where 'Landi' and the multiplication table only are taught.

D.—PRIVATE FEMALE SCHOOLS.

General statistics.

144. There are now 435 Aided Female Schools containing 9,838 girls, of whom 5,871 are Hindus, 3,597 Muhammadans, 360 Christians, Sikhs and others. The schools of Bedi Khem Singh in the Rawal Pindi District, however, of which the returns were inaccurate, are not included in this number. Exclusive of these schools there were at the close of 1866-67, 587 schools with 11,825 pupils. At present 185 girls are learning English ; 798, Arabic, *i. e.*, the Quran ; 521, Sanscrit; 326, Persian ; 2,767 Urdu and 5,478 Hindi.

Reorganization of Female Schools in the city of Lahore.

145. A nominal reduction of more than two thousand students has taken place in Lahore. Formerly the Female Schools of this city were under no proper control, and beyond familiarizing the people with the idea of Female education, very little appears to have been effected. Mr Aitchison, however, late Officiating Commissioner of Lahore, persuaded the people to agree to a scheme by which the great majority of the schools were closed, and it was determined in future to maintain besides the Normal School, 8 good schools only. Subsequently a lady superintendent was appointed to manage the Normal and other Female Schools. There can, I think, be no doubt that the best effects will result from these measures.

Proposed reorganization of Female Schools at Amritsar.

146. The members of the native Committee of Female education at Amritsar have agreed to reduce the number of their schools ; 40 however, will still be kept up, as it appears that this number can easily be maintained in a state of efficiency. A scheme has been submitted to Government which will provide for training the female relatives of the present teachers, in order that the employment of men may be gradually discontinued. A graduated scale of salaries has been fixed sufficiently remunerative to make the new scheme highly advantageous to the families of teachers of the best of the existing schools. A lady superintendent is to be appointed and the Normal School to be thoroughly reorganized. (Vide para. 157).

Reduction in the cost of education in the Girl's Schools at Simla and Lahore.

147. There is a considerable reduction in the cost of education in the Panjab Girl's School at Simla, and the Christain Girls' School at Lahore, where the expenditure as compared with the number of students was noticed as exceptionally high in last year's report. In the former the cost per head has fallen from Rs. 313 to Rs. 204-9-2, and in the latter from Rs. 81-9-5 to Rs. 34-10-8.

Zenana Schools at Dehli.

148. Sixty girls and young women are instructed in their own homes by ladies of the S. P. G. Mission at Dehli. It would appear that Zenana teaching is the only means by which native ladies of good family can, as a general rule, be reached, and I therefore attach the greatest importance to the efforts of the Mission.

148½. It is reported that eleven schools containing 168 girls are maintained in the city of Jalandhar at the cost of Kanwur Suchait Singh. It would be satisfactory to have some account of the subjects taught.

Female Schools maintained at Jalandhar by Kanwur Suchait Singh.

SECTION VI. INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

A.—GOVERNMENT NORMAL SCHOOLS.

149. There are two small Branch Schools at Rohtuk and Jagadhari where students receive elementary instruction from the masters of the Zil' Schools at these towns, before proceeding to the Dehli Normal School. These having been returned as separate schools, the total number of Normal Schools is now 9. These contained at the close of the year, 271 students who were all receiving instruction in Urdu and Persian, 136 were learning the elements of English and 14 Hindi.

General statistics.

150. The men who are sent to our Normal Schools are for the most part of a very inferior class. Many fail to gain certificates and not a few to pass even the elementary examination, and thus they never get beyond the elementary class and do not enter on the regular course of study at all. Those who do go through the whole course, can spare very little of their time and attention for what should be their principal work at a training Institution, *i.e.*, to learn the art of teaching.

Inferior men sent to Normal Schools.

151. The best students of our English Schools are glad to enter the Educational Department; and in like manner, if our system were working satisfactorily as regards Vernacular Education; our Normal Schools should be recruited by the most promising pupils of Vernacular Town Schools. The Educational Department, however, holds out no attractions to such students and the few who are from time to time induced to enter the Normal Schools, are subsequently disappointed at their want of success in obtaining appointments sufficiently lucrative to compensate them for their labour.

Promising pupils of Town Schools do not enter Normal Schools.

152. Hitherto a very secondary importance has been attached to the certificates gained at the Normal School; but it has been lately ruled that except in special cases no man should be nominated to any situation unless he possess a certificate which renders him eligible for an appointment of that grade. Normal School training will thus possess more value than heretofore in the eyes of Vernacular teachers, but we can never succeed in attracting to the Department a really superior class of men unless we raise the salaries of teachers.

Arrangements made for giving appointments in the Educational Department to certificated students of Normal Schools in preference to others.

153. In England the average salary of a certificated School Master exceeds £57 per annum and the majority are provided with a house rent free; and yet the supply does not equal the demand, though the profession is one of great respectability

Smallness of pay of Village School Teachers.

and "is open to the child of any labourer or common working man, upon no harder terms than consist in foregoing higher wages, and submitting to a good deal of moral restraint between the 12th and 21st year." In this country the great majority of village teachers are no better paid than the lowest menial servants.

Number of Normal students who have gained certificates.

154. The following table shews the number of students who have obtained certificates of various grades during the year. The number is less than it otherwise would have been, owing to the fact that the second half yearly examination at Lahore was vitiated. (Vide para. 124 of Inspector's Report.)

Circle of Inspection.	No. of Normal students who have gained certificates.				
	1st grade.	2nd grade.	3rd grade.	4th grade.	Total.
Amballa, ...	...	5	6	7	18
Lahore, ...	...	3	7	4	14
Rawal Pindi, ...	...	4	10	1	15
Frontier, ...	...	...	...	1	1
Total, ...	...	12	23	13	48

Cost of the Dehli Normal School reduced.

155. The cost of the Dehli Normal School has been considerably reduced and a reduction in the expenditure on the Lahore School will be effected when opportunity offers.

B.—PRIVATE NORMAL SCHOOLS

Normal School of the Christian Vernacular Education Society at Amritsar.

156. The Normal School of the Christian Vernacular Education Society at Amritsar, continues to make excellent progress and has sent out five or six trained teachers during the year. The number of students is still very small; there were only 15 at the close of the year; and the cost of education is therefore very high as compared with Government Normal Schools. At the same time it is better to have a few students who can all be thoroughly trained than a large number, of whom the majority are incapable of learning any thing beyond the most elementary subjects.

Female Normal School of the S. P. G. Mission at Dehli.

157. The Female Normal School of the S. P. G. Mission Dehli is making satisfactory progress, and is attended by respectable women both Hindus and Muhammadans. The Lahore Female Normal School has been placed under the care of a European lady with the best effect; but the teachers of the Hindu Department are still men which is a great drawback. The Normal School

at Amritsar has hitherto been attended by men ; but under the new scheme which has been submitted for the approval of Government, all the teachers and students will be women, and they will be under the superintendence of an English lady.

A Female Normal School established at Kangra.

158. A Female Normal School has been established by the Anjuman at Kangra, which is likely to prove in the highest degree successful. The Head Mistress is an educated native Christian and the stipendiary students are required to enter into an engagement to serve as teachers, when they leave the Normal School. Great credit is due to the Anjuman for their enlightened conduct in this matter.

Establishment of Female Normal Schools proposed at *Lahore, Amritsar, Ludhiana, Hoshyarpore,* and *Syalkote.*

159. The maintenance of Grant-in-aid Female Normal Schools has been recommended not only at Lahore and Amritsar, but also at Ludhiana, Hoshyarpore and Syalkote. A moiety of the cost will be forthcoming from private sources;* and should this measure be sanctioned, female teachers will soon be available for the Lahore and Ambalah Circles, as the Mission School at Dehli will supply the Districts in that neighbourhood.

Prejudices of the natives, against female education removed to some extent.

160. In almost all parts of the country, native gentlemen may be found, who are willing to co-operate in the promotion of female education. A great change too has taken place in the feeling of the populace ; and where a few years ago, a perfect storm was raised at the mere suggestion of educating native girls, the people are ready enough now to admit that female education is a good thing ; and when schools are established they not unfrequently take an interest in the progress of the girls. At the same time there is no genuine desire for female education amongst any portion of the community ; and such a desire can only be created by carefully fostering the best female schools, and by rewarding and encouraging those who contribute to their establishment and advancement, until the benefits of a good education for women shall have become apparent to all,

Female teachers required for the progress of female education.

161. Female education, however, can make no real progress unless female teachers be provided ; and female teachers can be provided only by the establishment of Normal Schools.

Normal Schools not to be established in the Panjab, unless one half of the expenditure be provided for by native subscription.

162. The Supreme Government has lately determined to found Normal Schools at Calcutta, Madras, and Bombay, but has declined to assist any movement in the North Western Provinces, or Panjab, not of genuine native origin, or to contribute to the support of any schools unless one half of the expenditure be raised by native subscription. Contributions from municipal funds which would be made without hesitation, being declared in the case of female schools ineligible for grants-in-aid

*Principally Municipal Funds.

Practical effect of this rule.

163. If such a rule were applied to Normal Schools for men, and to Vernacular Schools for boys, nearly all these Institutions would be closed at once; and it is of course quite impossible that even the existing girl's schools can be maintained if this rule be rigidly enforced.

Very few female schools can be maintained if natives must voluntarily subscribe half the expenditure.

164 If it be determined to contribute to no female schools except those for which there is a genuine desire amongst natives, and to which natives, uninfluenced by the advice and encouragement of European Officers will subscribe from a simple desire to provide a good education for girls, it is, I fear, certain that very few schools can be mantained in this Province for many years to come.

SECTION VII. SCHOLARSHIPS.

Scholarships awarded to College students for 1868.

165 The following table shows the Govrnment scholarships that have been awarded during the year 1868 to the students of the two Government Colleges and the Mission College at Lahore :—

NAMES OF STUDENTS IN ORDER OF MERITS	COLLEGES IN WHICH STUDYING.	CLASS.	VALUE OF SCHOLARSHIP.
Senior Scholarships.			
1. Nand Kishore, ...	Dehli Govt. College, ...	3rd year, ..	32
2. Yusuf 'Ali, ...	Ditto, ...	"	29
3. Dina Nath, ...	Lahore Mission College,	"	26
Junior Scholarships			
1. Ganga Parshad, ...	Dehli Govt. College, ...	1st year, ...	14
2. Kashi Nath, ...	Ditto, ...	"	14
3. Shib Chandar Bos, ...	Ditto, ...	"	13
4. Lachman Das, ...	Ditto, ...	"	12
5. Girdhari Lal, ...	Ditto, ...	"	12
6. Madan Gopal, ...	Ditto, ...	"	11
7. Pirthi Nath, ...	Lahore Govt. College, ...	"	10
8. Din Dayal, ...	Dehli Ditto, ...	"	10
	TOTAL RUPEES, ...	...	183

Scholarships at Government Zil' Schools.

166. The number and value of scholarships tenable at Zil' Schools has been considerably reduced during the year; as it has been decided that Government scholarships shall be tenable only in schools actually teaching up to the Entrance Examination. This rule has been rigidly enforced in the Ambala Circle and some students to whom scholarships were awarded could not be induced to attend either the Dehli School or the first class school at Rewari. The following is a list of the scholarships awarded:—

Name of Schools.	No. of scholarships.	Highest amount of any scholarship.			Lowest amount of any scholarship.			Aggregate value of the whole of the scholarships per mensem.		
1. Dehli, ...	23	7	...	..	2	...	..	100	..	...
2. Jhajjar, ...	3	5	...	...	5	...	.	15	...	...
3. Kurnal, ...	2	5	..	...	5	...	...	10	..	...
4. Rohtak, ...	1	5	...	..	5	...	.	5	...	..
5. Rewari, ...	4	2	8	...	2	8	..	10	...	...
6. Lahore, ...	11	3	...	..	2	...	...	25	...	...
7. Amritsar, ...	13	4	...	...	1	..	...	24	..	...
8. Multan, ...	8	3	...	...	...	8	..	10	..	...
9. Nurpur, ...	9	1	...	...	...	8	...	7	...	...
10. Batala, ...	7	2	...	...	...	8	...	8	...	...
11. Ferozepore, ...	12	2	...	...	...	8	...	10	...	...
12. Hoshiarpore, ...	8	2	...	...	1	...	...	9	...	...
13. Rahun, ...	10	1	...	...	...	8	...	6	8	..
14. Gujranwala	6	3	...	...	1	...	...	12	...	...
15. Bhera, ...	4	2	...	...	2	...	...	8	..	..
16. Syalkote, ...	1	1	...	...	1	...	...	1	...	...
17. Gujarat, ...	16	1	8	...	1	.	..	18	...	...
18. Jhang, ...	13	3	...	...	1	...	...	21	...	.
19. Peshawar, ...	13	3	...	...	1	...	..	21	...	...
20. Dera Gazi Khan, ...	6	5	...	...	1	4	...	14	8	...
21. Abbottabad, ...	2	2	...	.	1	...	...	3	...	...
Total, ...	172	.	...	...	...	...	...	338	...	

167. I have already (paras. 34 to 43) written much regarding the scholarships allowed to students of Panjab Colleges and have shewn that our students are not so well off as those of Bengal and the North Western Province ; but it is I think worthy of remark that the sum spent on scholarships to the students of the old Dehli College, which contained somewhat over 300 boys, fell little short of—if indeed it did not exceed—that which is now expended on this account in the three Colleges of the Panjab and in all the Zil' Schools, which contain, with their Branches of various kinds nearly eight thousand students.

Small amount available for scholarships

SECTION VIII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

168. In the appendix will be found statements shewing. (1.) The position and salary of students who left College in 1867-68, having matriculated in previous years and of those also who matriculated in December 1867. (2.) The number of students of Zil' Schools who have obtained employment during the year, in the Educational, Civil and other Departments, and their average salaries and (3.) the same particulars regarding students of Vernacular Schools.

Students of Colleges Zil' Schools, and Vernacular Schools who obtained employment during 1867 68

169 Twenty one students have left College during the year, and of these 16 are known to have obtained employment on salaries varying from Rs 20 to Rs. 150 per mensem, the average being Rs. 60. Of these eight are employed in the Educational Department. Of students who passed the last Entrance Examination 25 were at the close of the year still attending College. Eleven are known to have obtained appointments of the average value of Rs. 23 The highest salary was Rs 35 and the lowest Rs 15, and all, but one, are employed as teachers in Zil' or Mission Schools. The twelfth is employed as a teacher on Rs. 8, but he has taken this employment in order to render himself eligible for the First Examination in Arts, without the necessity of attending College.

Employments obtained by College students

170 Of students of Zil' Schools who have not passed the Entrance Examination, 69 have obtained employment; 20 in the Educational Department, 13 in the Civil Department and 36 in other capacities. Their salaries average about Rs. 21 per mensem.

Employments obtained by students of Zil' Schools

171. From Vernacular Schools 521 students have obtained appointments ; 102 in the Educational Department, 290 in the Civil Department, and 129 in other capacities. Their average salary is Rs. 7-10-11 per mensem.

Employments obtained by students of Vernacular Schools

172. It is remarkable how the number of Vernacular students who have obtained Civil appointments varies in different Districts. In the whole Ambalah Circle only 9 students and in the Frontier Circle only 4 have been so employed. In Kangra where the settlement is now going on, 88 students obtained employment in the Civil Department, in Gujaran-

The number of Vernacular students who have obtained Civil appointments varies in different Districts

wala 52 students, in Lahore 30, in Gurdaspore 24. In 11 Districts altogether 27 students obtained employment in the Civil Department and in 10 others not a single student was so provided for.

SECTION IX. THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

Decrease of the number of scholars learning English.

173. There is a decided diminution in the number of students learning English at the close of the year. This however may be attributed to the fact that in many of our schools all students are required to pass an examination in the Urdu language before they commence the study of English, a system which will be extended to all, whereas it was formerly not uncommon for boys to learn the English alphabet almost before they learned their own. The usual comparative table is annexed.

Students of English at	At the close of				
	1863-64	1864-65	1865-66	1866-67	1867-68
Government Colleges, ...	7	31	36	31	35
Government Zil' Schools Higher Class, ...	4,398	5,665	6,022	6,070	885
Government Zil' Schools Middle Class,					1,864
Government Branches to Middle Class,					172
Government Branches to Lower Class, ...					1,530
Government Female Schools Lower Class,	53	162	188	110	49
Government Jail Schools Lower Class, ...	31	154	1	...	38
Private Aided Colleges, ...		16	15	10	9
Private Schools of Higher Class, ...	2,538	3,355	4,277	3,236	1,209
Private Schools of Middle Class, ...	...	1,745	2,454	3,022	4,124
Private Schools of Lower Class, ...	1,332	...	..	...	1,802
Private Female Schools of Lower Class, ...	..	102	109	147	185
Government Normal Schools, ...	...	39	79	108	136
Private Aided Normal Schools, .	...	..		6	4
Total, ..	8,359	11,269	13,181	12,740	12,042

Boys are not allowed to commence English so early as they did under the old system.

174. If a language is to be learnt by associating with those who use it as their native tongue, a child cannot begin too early; but the case is different where it is to be learnt from books. It is I think most undesirable to overtax a boy's powers at the very commencement of his studies. This is keenly felt by

the natives themselves and it was a general complaint that too many subjects were taught in the lower classes of our schools.

They are taught to read and write in their own Vernacular before they begin English.

175. It is as unreasonable to expect a native to learn English before he can read Hindustani, as it would be to require an Englishman to begin Greek before he could read English. It is impossible also to provide more than a very limited number of really efficient teachers, and thus beginners are often taught English by men who are themselves almost entirely ignorant of that language. It is true that the evil is much less now than it was a few years since, but it still exists. If boys do not learn English till they can read or write their own language, they will of course make more rapid progress, and consequently the number of boys under instruction at one time will be *smaller*, and fewer teachers will be required. Where very large numbers of boys are taught, there must always be some who will discontinue their studies at an early age, and it is most desirable that these should be able at least to read and write their own language. All students, however, who can be induced to remain at school after going through the prelimnary Urdu course, will learn English, and I confidently believe that the number who will acquire a fair English education, will be much larger under the new system than under the old.

Establishment of scholarships from the amounts expended on Elementary English Schools in connection with Government Vernacular Schools.

176. In treating of Grant-in-aid English Schools attached to Vernacular Schools, I have expressed an opinion (para. 137,) that, as a general rule more good might be effected by improving the Vernacular Department and attaching to it exhibitions tenable at Collegiate Institutions than by appointing Elementary English masters.

Extension of indifferent Anglo-Vernacular Schools on Grant-in-aid principle not desirable.

177. Of course if funds are anywhere available, the establishment on a permanent basis, of a really good Anglo-Vernacular School, will be a most desirable measure, but a good Vernacular Education, with the means afforded to a few, of learning English at an Institution of a higher class, is better, in my opinion, than an indifferent Anglo-Vernacular Education for all. Again if an Elementary English School fail to fulfil the expectations that are formed, a reaction and a collapse may be anticipated; whereas the thorough education at a Collegiate Institution of a few students sent annually from any town, would foster the desire for English instruction and would soon afford the means of supplying it at a very much cheaper rate and of far better quality than is at present practicable.

SECTION X. BOOK DEPARTMENT.

Purchase of Stock.

178. During the year 1,09,502 books have been brought on stock at a cost of Rs. 44,238 of these 31,742 were English books of the value of Rs. 27,233 and 77,760 Oriental books which cost Rs. 17,005. In 1866-67, 1,28,408 books, worth Rs. 42,497 were purchased.

Supply of books to Branch Depôts, &c., and amount credited to Government.

179. Books supplied to District depôts, Head Masters, &c., for sale numbered 84,484 and their cost was Rs. 33,443, and Rs. 45,000 were paid into the Government Treasury on account of the sale proceeds of books supplied during the last and previous years.

Actual sales.

180. The *bonâ-fide* sales during the year have comprized 76,830 books valued at Rs. 23,222. Last year 84,954 books of the value of Rs. 22,658 were sold.

Books distributed for school and library free, and as prizes.

181. Books, maps, &c, 2,475 in number and valued at Rs. 2,094 have been distributed gratuitously by Deputy Commissioners for use in Vernacular Schools and 8,014 books were distributed in prizes at a cost of Rs. 3,514—1,691 books valued at Rs. 239 were supplied to Jails and 1,061 valued at Rs. 2,225 have been supplied to the libraries of Zil' Schools.

Number and value of books printed during 1867 68.

182. During the year 66,500 books worth Rs. 11,377 were printed at the Government Vernacular Press. In the previous year 57,672 books worth Rs. 10,635 were brought out.

New School books.

183. The following new books have been published by the Department:—

1. Muntâkhabât-i-Anwâr-i-Suhailî.
2. Sharh-i-Muntâkhabât-i-Tuhfat-ul-Araqin.
3. Hal-i-lûgât-i-Muntâkhabât-i-'Arabîya.

Act XXV of 1867, for the registration of books brought into effect from 1st July 1867.

184. Act XXV. of 1867 came into operation with effect from the 1st July 1867. Between that date and the close of the official year 273 books were registered. Of these 27 were English, 10 Arabic, 11 Sanscrit, 32 Persian, 119 Urdu, 33 Hindi, 17 Gurmukhi, 3 Pashtu, 14 Hindi and Urdu, 2 Persian and Panjabi, 1 Urdu in the Roman character, 2 English and Urdu, and 2 Arabic and Persian. Of these 147 were printed at the city of Lahore, 67 at Dehli, 28 at Ludhiana and the remainder in other Districts. Very few of these works were new and original compositions.

System of accounts of the Book Depôt will be simplified.

185. The work in the Book Department is at present very heavy indeed. Accounts are kept with all the Zil' Schools and Districts in the Panjab and with Managers of Aided Schools; and any carelessness on the part of a Chief Muharrir or Zil' School master entails endless trouble Efforts will be made by calling for periodical indents and other measures to simplify the somewhat complicated system which now prevails.

Measures proposed for improvement of books lithographed at the Government Press.

186. I propose in future to obtain paper and other articles required by the Educational Press direct from England, and I hope that the style of lithography may be very much improved. It is particularly necessary that elementary books and all works on mathematics and on scientific subjects should be very

clearly printed and though some of the books brought out at the Educational Press will bear comparison with almost any that could be produced, and the average is far above what can be obtained in the bazaar, there is room, I think, for very great improvement.

Rewards offered for school books.

187. Since the close of the year sanction has been accorded to the offer of rewards for certain school books, both translations, and original works, and the employment on special duty of a competent person for the preparation of a good school history of England, which is to be an adaptation of the Student's Hume. Measures have been proposed with the view of placing the Sarkari Akhbâr on a more satisfactory footing; and it is hoped that this periodical may be rendered more useful and popular than heretofore, and that it may be issued at a greatly reduced price.

Returns prescribed by the Statistical Committee.

188. As ordered by Government two of the returns devised by the Statistical Committee, namely, B Education I. and II., are herewith submitted. In addition to these all the statements hitherto in use have been prepared on the present occasion. I shall have the honor hereafter to submit a report shewing what statements should in my opinion be submitted in future years besides those prescribed by the Statistical Committee.

Return B I Results of the University Examination.

189. In No I., the 'Net cost to the state' of educating the students who have passed respectively the Entrance, First Arts and B A. Examinations, has been calculated by multiplying the average cost of education per head, in each Institution which has sent up successful candidates for those examinations, by the number who have passed, and adding the products. (With reference to the cost of educating students of first Class Zil' Schools, See para. 90).

Return B II. General Statement of Educational Institutions, Government and Aided.

190. In statement No. II, the number of students attending Indigenous Schools has not been included. If we add the number shewn in the return of these schools, which however as stated above (para. 143) is not very reliable, the average attendance of all persons at schools of all kinds in this Province amounts to 73 per cent. only. Leaving out Indigenous Schools only 45 per cent. attend school.

Middle Class Schools include Zil' and Town Schools.

191. It should be observed that Middle Class Government Schools include Institutions of many different kinds, from Town Schools, where the teachers receive from Rs 15 to Rs. 30 per mensem to Zil' Schools that have failed to pass any students at the last Entrance Examination, where the Head Masters draw in some instances as much as Rs. 300 per mensem.

Income and expenditure from Educational Cess Fund.

192. I annex a statement shewing the income and expenditure of the one per cent cess in every District of the Panjab. From this it will be observed that, Rs. 2,12,157 were collected during the year while Rs. 2,16,618 were expended.

	Collections for 1867-68.			Expenditure in each District		
1. Dehli, ...	7,507	15	..	8,857	13	7
2. Gurgaon, ...	12,082	3	6	10,086	5	6
3. Karnal, ...	8,355	9	10	7,391	.	7
4. Hissar, ...	4,309	3	..	2,694	4	10
5. Rohtak, ...	5,795	8	..	4,878	12	1
6. Sirsa, ...	1,873	..	..	1,791	6	9
7. Amballa, . ..	13,045	1	3	9,727	12	9
8. Ludhiana, .. .	9,494	..	..	7,780	10	1
9. Simla, .. .	106	3	9	48	..	.
10. Jalandhar, ...	13,053	.	4	10,576	15	8
11. Hushiarpore, ..	13,776	2	..	11,131	1	9
12. Kangra, ...	7,082	8	..	5,371	2	..
13. Amritsar, ...	13,603	12	4	11,024	..	..
14. Gurdaspore, ..	9,621	12	1	9,439	10	1
15. Lahore, ...	5,685	12	.	5,611	10	1
16. Ferozepore, ...	5,965	.	.	6,305	..	11
17. Multan, . .	5,651	15	5	3,568	14	6
18. Montgomery, ..	3,255	..	..	3,212	8	6
19. Rawal Pindi, ..	7,524	8	..	4,113	11	9
20. Jhelum, ...	6,577	1	.	5,312	13	9
21. Gujarat, ...	5,781	2	..	5,808	5	4
22. Shahpore, . ..	4,222	15	1	3,910	..	6
23 Gujaranwala, ..	6,186	14	4	6,875	15	5
24. Sealkote, ...	12,189	.	..	10,143	10	6
25. Jhang, ...	2,896	2	11	3,165	12	8
26. Peshawar, ...	7,086	4	6	3,846	14	2
27. Hazara, ...	2	2	..	..	..	
28. Kohat, ...	1,016	.	.	1,337	12	1
29. D. I. Khan, ..	4,208	9	6	2,988	..	..
30. D. G. Khan, ..	4,970	..	..	5,164	..	..
31. Bannû, ...	4,111	15	5	3,203	2	4
32. Muzaffargarh, ..	5,115	..	11	3,227	8	10
Total, ..	2,12,157	6	2	1,79,195	..	..

ADD GENERAL CHARGES,

Buildings, estimated cost, ...	10,824	0	0
Part cost of Normal Schools, and stipends of students at Normal and Zil' Schools, ...	26,077	0	0
Contingent expenses of Chief School Mohurirs, ...	522	0	0
Grand Total, .	2,16,618	0	0

CONCLUDING OBSERVATIONS.

Notice of three Military Institutions connected with this Department.

193. The Annual Reports for 1867-68, on the three Military Institutions, for which, though they are connected with this Department, provision is made in the Military Budget, will be printed as usual, that on the Lawrence Military Asylum at Sanawar in a separate pamphlet, and those on the Female Department of the Bengal Military Normal School at Kussowlie, and the Roman Catholic Institution for girls at Simla, in the appendix to this Report. I have already submitted to Government the Report on the Bengal Normal School, and the other two will follow very shortly.

Assistance received from Civil Officers.

194. My best thanks are due to the Civil Officers of the Province for the very cordial co-operation they have afforded to the Officers of this Department and for their efforts to improve the Educational Institutions under their charge. I annex a list of native gentlemen, official and non-official, who have been specially recommended by Inspectors and by District Officers for their services to Educatoin during the year under review.

No.	Name.	Rank or designation.	District.	Tahsil or Village.
		AMBALA CIRCLE.		
1	Sardar Gurmûkh Singh, ...	Resident, ...	Ludhiana, ...	Burri.
2	Nabi Bux, ...	Lambardar, ...	"	Hybowal.
3	Heera Lal, ...	Resident, ...	"	Machiwara.
4	Radha Kishn, ...	Tahsildar, ...	"	Jugraon.
5	Hakim Serajûl Haq, ...	Naib Tahsildar,	"	Ludhiana.
6	Gulam Husnan, ...	Chief Muharrir,	"	"
7	Captain Sirdar Muhammad Tafuzzul Husain Khan Bahadûr, ...	Jagirdar and Honorary Magistrate, ...	Gurgaon, ...	Turrukhnagar.
8	Rai Omed Singh, ...	Istamrardar, ...	"	Rewari.
9	Lala Khûshwaqat Rai, ..	Sahukar, ..	"	"
10	Rai Purtab Singh.	Extra Asst. Comr.	Ruhtak, ...	Jhajjar.
11	Lala Harjiwan Lal, ...	Tahsildar, ...	"	"
		LAHORE CIRCLE.		
12	Nagar Mal, ...	Member of Local Committee, ...	Ferozepore, ...	Ferozepore.
13	Dass Mal, ...	"	"	"
14	Panjab Singh, ...	Lambardar, ...	"	Rutta Khereo.
15	Udum Mal.	Mahajan, ...	"	Bhacha Kalan.
16	Anûp Singh, ...	Lambardar, ...	"	Ghul.
17	Mukhun Singh, ...	Zaildar, ...	"	Kukri.
18	Budh Singh, ...	Do., ...	"	Muga.
19	Khazan Singh, ..	Do., ...	"	"
20	Chund, ...	Do., ...	Amritsar, .	Jallalabad.
21	Gûlam Ahmed, ...	Do., ...	"	Wairûwol.
22	Bhugwan Das, ...	Do., ..	"	Bhilûwal.
23	Baba Sadhu Singh, ...	Tahsildar, ...	"	Raja Sansee.
24	Gûlom Gous, . ..	Chowdri, ...	Gurdaspore, ..	Munshi Kalan.
25	Mula Singh, ...	Chief Lambardar,	"	Pasuawala.
26	Sirdar Khan, ...	Zaildar, ...	"	Tahlipore.
27	Ashraf Khan, ...	Chief Lambardar,	"	Ditto.
28	Aziz Ali, ...	Do., ..	"	Bhupar.
29	Shams ud din, .. .	Do., ...	"	Kota Afghanan.
30	Taij ul din, ...	Tahsildar ..	"	Shakargurh.

No.	Name.	Rank or Designation.	District.	Tahsil or Village.
31	Rushk Behari Lal, ..	Naib Tahsildar,	Gûrdaspore, ...	Shakargurh,
32	Sayad Hamid Ali, ...	Tahsildar, ...	"	Gûrdaspore.
33	Kadir Baksh, ...	Zaildar, ..	"	Chujjûwal.
34	Ismail Khan, ...	"	"	Bhatti.
35	Nihala, ...	"	"	Chuk Nihala.
36	Labha, ...	"	"	Karwal.
37	Mirza Ahmed Beg, ...	Rais, ...	"	Kalanaúr.
38	Mir Núr Muhammad, .	Zaildar, ...	"	Ditto.
39	Babu Búoda Parshad, .	P. W. D., ...	"	Gûrdaspore.
40	Máhtab Shah, ...	Sâhûkâr, ...	Lahore, ...	Lûhani.
41	Ranjá, ...	Resident, ...	"	"
42	Gûlab Shah, ...	"	"	"
43	Juwahir Singh, ...	"	Kangra, ...	Kukhar.
44	Kapûr Singh, ...	"	"	Manguwala.
		RAWAL PINDI CIRCLE.		
45	Mehdi Khan, ...	Tahsildar, ...	Rawal Pindi, ...	Rawal Pindi.
46	Talib 'Ali, ...	Tahsildar ...	Rawal Pindi, ...	Kahuta.
47	Ahmad Shah, ...	Naib Do., ...	"	"
48	Abdula, ...	Tahsildar, ...	"	Pindi Gheb.
49	Durga Parshad, ...	"	"	Attock.
50	Amrik Sing, ...	"	"	Futteh Jang.
51	Abdula, ...	"	Jhelum, ...	Pind Dadun Khan.
52	Irshad Ali, ...	"	"	Chakûwal.
53	Bishan Sing, ...	"	"	Tala gang.
54	Surj Kaul, ...	"	Gujarat, ...	Gujarat.
55	Beli Ram, ...	Naib Do., ...	"	"
56	Ghulam Muhaimuddin, ...	Tahsildar, ...	"	Kharian.
57	Ghulab Rai, ...	"	"	Phalia.
58	Ishar Das, ...	Teacher of Sanscrit	"	Gujrat Zil' School.
59	Gauri Shanker, ...	Tahsildar, ...	Gujranwala, ...	Wazirabad.
60	Muhammad Ashraf, ...	"	"	Gujranwala.
61	Giyan Sing, ...	Manager of Female Schools,	"	Do.
62	Ram Sahai	Tahsildar, ...	Shahpore, ...	Khushab.
63	Lachmi Sahai, ...	"	Syalkote, ...	Zafarwal.
64	Mahtab Rai, ...	Naib Do., ...	"	"
65	Abdul Wahid, ...	Tahsildar, ...	"	Pasrur.
66	Nand Singh, ...	Naib Do., ...	"	"
67	Surj Sarn, ...	Tahsildar, ...	"	Raya.
68	Altaf Ali, ...	Naib Do., ...	"	Daska.
69	Tazl Husain	Tahsildar, ...	Jhang, ...	Chinyot.
70	Rahim-ud-din, ...	"	"	Jhang.
71	Lachmi Narain, ...	"	"	Shorkot.
		FRONTIER CIRCLE.		
72	Khan Bahadur, Khuja Muhammad Khan, ...	Chief, ...	Kohat ...	Teree.
73	Muzaffar Khan,'	Tahsilhar, ...	Kohat, ...	Hingu.
74	Leku Ram, ...		Muzaffargarh,..	Chodree.
75	Bharu Lal, ...		"	"
76	Gonda Ram, ...		"	"
77	Kirpa Ram, ...		"	"
78	Thakureya, ...		"	Moond.
79	Arbab Abdul Majid Khan, ...		Peshawar, ...	Takalbala.
80	Alaf Khan, ...		"	Oolmanzie.
81	Mir Husain Khan, ...		"	Tungee.
82	Mahbat Khan, ...		"	Turu.
83	Ajab Khan, ...			Chirgula.
84	Ibrahim Khan, ...		"	Zaida.

No	Name	Rank or Designation	District	Tahsil or Village.
85	Shaikh Ghulam Muhammad,	Tahsildar,	Bannu,	Meanwali
86	Ganga Ram, ...	"	"	Bannu
87	Misree Khan,	"	"	Lukkee
88	Nawab Khan, ..		"	Meanwali.
89	Shadi Beg Khan,		"	Do
90	Jehandar Khan,		"	Do
91	Gulbeg Khan, ..		"	Do
92	Muhammad Amir Khan,		"	Do
93	Tash Khan,		"	Vutta Khayl
94	Muhammad Khan,	Malik,	"	Mena Khayl
95	Subat Khan, .	Do,	"	Nawar Khayl
96	Jamal Khan Legari,	Chief,	D G Khan,	Chuti
97	Gulam Hydar Khan,	Chief of Loond tribe, ...	"	Jampore
98	Imam Bakhsh Khan Nazari,	Chief, ..	"	Rajanpore.
99	Diwan Shah Saiyad,			
100	Sheo Ram,	Tahsildar,	"	Lariya
101		Chief Muharrar,	"	D G Khan

The enlightened efforts of Pandit Radha Kishan to assist in the reform of Female education are deserving of the highest praise, and the hearty co-operation of Fakir Shams-ud-din, of Barkat 'Ali Khan, the Tahsildar of Lahore, and of Gobind Sahai, the Tahsildar of Amritsar in the furtherance of this object has been of the greatest service.

Babu Ramjas appointed Head Clerk vice Shama Charn Bos who died.

195. Babu Shama Charn Bos was compelled by ill health to take six month's leave of absence in May 1867, and in August of the same year he died, after having filled the post of Head Clerk in the Director's Office since the first establishment of Educational Department in 1856 During the whole of that time he maintained the highest character and displayed in the discharge of his duties the greatest integrity, diligence and ability. He has been worthily succeeded by Babu Ramjas late second Clerk, who is in every respect admirably suited for the position he now holds Lala Mul Chand, the second Clerk is deserving of high commendation for the great energy and ability with which he has discharged his duties, and I have been well satisfied with the zeal and energy displayed by Munshi Aziz-ud-din my Serishtadar in carrying on the very heavy work that devolves on him.

Increase of salary of the curator from Rs 200 to 250 Rs per mensem

196. The salary of the Head Clerk has been reduced from Rs 300 to 250 per mensem, and this has afforded the means of increasing the pay of the Curator from Rs. 200 to Rs 250 The latter post has been held for several years by Babu Chandar Nath Mittra and I can fully endorse the highly favorable opinion that was always entertained of him by late Director.

I have, &c., &c,

W. R. M. HOLROYD, CAPTAIN,

Director of Public Instruction,

Panjab, &c.

FROM

Dr. G. W. LEITNER,

Principal of the Government College,

Lahore.

To

Captain W. R. M. HOLROYD,

Director of Public Instruction,

Panjab.

Dated Lahore, 23rd of May, 1868.

I. REVIEW OF EDUCATIONAL PROGRESS.

SIR,

Division of Report into.
I. Review of Educational Progress in College and School
II. Statistics relative to Students.
III. General Remarks.

I have the honor to submit the Reports for the Lahore Government College, the Zillah School and the Branch Schools for the year—April 1867 to April 1868—under the Divisions marginally noted.

The progress generally is satisfactory.

1. During the whole of that time these Institutions have been under my charge and it is a pleasing duty to be able to report to you, for the first time, such Educational progress in them as will, I trust, ensure your satisfaction and afford grounds for expecting greater success for the future.

Drawbacks under which Education suffered at Lahore till lately.

2. Till very nearly October last the College suffered under the deadweight of the Calcutta system. The most able and conscientious teacher would find himself confronted by a curriculum of studies which it was his duty to carry out fully and faithfully, but against which all his Educational experience and instincts would rebel. True to his trust, he would do his utmost to give it a fair chance and, if he failed, might incur official censure or, if he succeeded, would have to endure, what is at least equally depressing, his own reproach for having helped to perpetuate a system, uncertain in principle and aim, crude in form, not generous in operation, unsusceptible, to any appreciable extent, to the lessons given by the progress of Education in India, and England and, above all, ignoring that the mental, the moral and even the physical nature of *the taught*, not the preconceptions of the teacher, form alone the basis for any theory of Education which can be established with advantage in any country.

The reforms that have been introduced.

3 These reflections would be unsuitable in the pages of an Annual Report were they not absolutely necessary for the comprehension of the changes which have been introduced and are contemplated, under your sanction, in the College over which I have the honor to preside.

In November last, certain of your general concurrence, I felt it my duty to emancipate the College, as far as my personal instruction was concerned, from some of the most obnoxious Calcutta rules, at the same time, keeping in mind that the Students had to pass the Examinations of that University.

I undertook then the responsibility of substituting TRANSLATION from and into English, and PRECIS AND ESSAY-WRITING in English and Urdu for the prescribed PARAPHRASING which, in consequence of the ignorance of—or indifference to—the Vernaculars of the Calcutta University, had been long considered as the only test of knowledge of English, whilst it was notorious that, as could only naturally have been expected, it had degenerated into an abuse of *Synonyms*, ridiculous in itself, confusing to the minds of the natives who uttered them and a general reproach on our Education to which the mental and moral obliquity of "Babooism" is almost entirely due.

Results of the substitution of translation and original composition for paraphrasing.

4. The results of this substitution of a sound for a false system have already been laid before you and His Honor the Lieutenant Governor at the late public Distribution of Prizes, in the numerous English, Urdu, Persian and Arabic compositions, prose and poetry, which, uncorrected by any one, are the genuine productions of the native mind, allowed to develope itself; a mind which in the case of Muhammadan and Hindu Students requires special treatment and which may be different from our own but which is scarcely naturally inferior to it and which is certainly always interesting.

Acknowledgments of obligation to Director of P. I. P., and prospects of the classes. Proofs of the possibility of translating the best English Authors into Urdu.

5. I have to acknowledge in this place the obligation under which the College is to you for having given countenance to the new system. In less than four months the 1st year College class have not only translated four books of Milton into intelligible and sometimes elegant Urdu prose, but they have also written Essays on each of the papers of the "Spectator" in their course, thus finishing the English subject prescribed for the next Examination in a thorough manner, instead of racing through them by a would-be Paraphrasis of a classical original. The First Arts Class are quite prepared to go up for their Examination in English at once and with regard to the new B. A. Student he appears more than likely to pass with credit in the next Examination.

It will, I believe, give you pleasure and benefit the prospects of our Students if you would allow me to send up some of the translations and Essays to which I have referred. Among the latter I would specially point your attention to an eloquent paper on Vernacular Education by Harris and to a very sound and almost exhaustive treatise on the same subject by Isbar Pershad in English as also to an Urdu Essay by the latter Student on the Prize subject of "causes and prevention of Infanticide" which His Honor the Lieutenant Governor has proposed for public competition.

But the interesting and important fact which your Department has proved is that *the best English authors can be translated into the Vernacular* and, contested as this assertion has been, the translations referred to establish it conclusively.

Progress in historical studies. Suggestions for improving them.

6. In HISTORY the progress has not been very satisfactory. Underhanded as the College is, it is utterly impossible to teach the numerous subjects prescribed by the Calcutta University in any but the most superficial manner. Besides it appears to me that History, to be a discipline for the mind, should be taught as a whole, not in fragments, if I may be allowed the expression. The Student who only learns the History of England or the History of India can scarcely have a distinct conception of the exact position of these Histories in the scheme of General History; still less so the man who works up a little of the history of the Jews or of the Romans or of the Greeks; whilst he whose historical training may be founded on "Rogers Italy" in his "English Course" reaps even less benefit from it than he would from an intelligent perusal of Bradshaw.

Similar remarks with regard to metaphysical studies. Objections to "Abercrombie" as a text-book, because unsound, one-sided and not neutral in religious questions. Proposition for substituting "a History of Philosophical systems" and "Logic" or "Political economy" for the present course.

7. Similar remarks apply with even greater force to the existing study of MENTAL AND MORAL SCIENCE. "Abercrombie" has been so often condemned by the Educational Officers in this Province, that my objection to its continuance as a text-book will scarcely have much additional weight. But I would respectfully urge that we have no right to force a book on our Students that Philosophers of all Schools consider unsound; I would submit that the religious bias of its author disqualifies it from use in Government Institutions which profess perfect neutrality; and finally I would humbly enquire whether it is a correct view of philosophical education to give prominence to any one philosophical system? A HISTORY OF PHILOSOPHY is what the Indian Student requires before he can commit himself to any particular School and I am afraid that our persistence in teaching Abercrombie is, perhaps, an instance of our deliberate obfuscation of the little mental accuracy that may have survived the so-called English Education of the Calcutta University. Better by far abolish

the study of Mental and Moral Science altogether than pretend to teach it through Abercrombie and the like. The substitution, too, for it of *Logic* [and I would not exclude the admirable Indian system of Logic] and *Political Economy* would, in my humble judgment, be a healthy and advantageous measure.—In dismissing this subject I cannot forbear alluding to the admirable and scholarly tuition of this branch of knowledge by Mr. J. C. Beddy without whom it would indeed be difficult to conduct the educational and official operations of this College.

State of Mathematical tuition. Suggestions for making instruction professional as well as Educational. Allusions to a proposed Engineering College and the Law Lectures of Messrs. Cunningham and Powell.

8. The tuition of MATHEMATICS by Professor Crank is, on the whole, satisfactory. This subject is one in which the Calcutta system can scarcely be considered a failure. It is to be hoped that a greater stimulus will be given to practical Mathematical studies by the establishment of the Engineering College which you have proposed.

The necessity for creating Professions, to supplant the craving for Government service, which it is scarcely possible or wise to satisfy in the case of all our Students, becomes greater every day. The establishment of the Chief Court has tended to encourage LEGAL STUDIES and many of our Students, past and present, have gladly availed themselves of the able Law Lectures which, with such perfect public spirit, Messrs. H. S. Cunningham and Baden Powell have been delivering for some time past. I earnestly hope that a Law Professor or Lecturership may be founded in connexion with this College. You will be glad to hear, in continuation of this subject, that two of our former Students have creditably passed the late Examination to practise as Pleaders of the Chief Court, Panjab.

Reference to Arabic and Sanscrit studies.

9. Moulvie Alemdar Hussain continues to teach ARABIC in this College. He has always been found willing to exert the influence which he possesses among his fellow-countrymen on behalf of educational progress. He takes a sincere interest in all matters connected with it and the opinions which, at your request, he has been expressing on the merits of books and pamphlets sent to him, have been, I believe, generally sound. I have great pleasure in recommending him to your notice.

I must in this place express my thanks for your liberal and gratifying recognition of SANSCRIT shown in your appointment of a teacher of that language in connexion with the Zillah School. I trust this may lead to the appointment of a regular Assistant Professor of Sanscrit in the College.

Liberality of the Lahore people.

10. At the risk of making a premature announcement I take the liberty of conveying to you in this place the gratifying intelligence that it is the intention of some of the principal local promoters of the Lahore University movement to devote their annual subscriptions which, doubled by a grant-in-aid, will exceed Rs. 3,200 per annum to Scholarships, obtainable after Examination, of Arabic. and Sanscrit, tenable in conjunction with the existing stipends, by Students of this College. I trust your thanks will be conveyed to those who have principally interested themselves in the matter.

Suggestion for appointing a Professor of "Natural Sciences" and success of the present "popular scientific Lectures."

11. The advisability of the appointment of a Professor of the rather comprehensive subject of "Natural Sciences" has, I believe, already suggested itself to you and will, with your permission, be again brought before you on another occasion. The very great success, however, which attends the Saturday evening scientific Lectures in which some of the Officers of the Lahore School take part, proves that very large numbers in this city would avail themselves of the advantages which the institution of such a Professorship would offer.

Satisfactory and striking progress of Lahore Zilla School

12. The progress of the Lahore ZILLAH SCHOOL is undoubted and considering the conscientiousness and ability of its Headmaster only what was to be expected. Mr. Beddy's Report accompanied by statistics on that School and the Branch Schools is attached to this and I will not encroach upon the information he furnishes further than to congratulate him on the leading position which in all subjects his School occupied in the last annual October Examination, an Examination which was conducted by Educational Officers in different parts of the Province and was most searching in character. These, the last results, will probably console him for the unfavorable position which the Zillah School held at the Inspector's Examination three months previously and which only can be accounted for by those exceptional circumstances which affected that School during the last sickly season. The re-establishment of the School as the first in the Panjab is, no doubt, a proof, if any proof were needed, of the great

care which Mr. Beddy bestows on the supervision and tuition of the School. His experience, industry and attainments entitle him to a much higher position than even the responsible and honorable one which he has so long occupied. He has succeeded in gaining the affection and esteem of the Raeeses of Lahore in a marked degree and it is only to be regretted that the high rate of fees obtaining in the Government Zillah School—sometimes 16 times higher than in private Schools—should prevent it from filling, as it otherwise would, to overflowing.

High rate of fees prevents the Branch Schools from being popular. Hopes of improvement if Director's proposals are acted upon.

13. The high rate of fees in the BRANCH SCHOOLS has also hindered these Institutions from entering into a competition, on anything like equal terms, with private Establishments. Other reasons, into which it is unnecessary to enter here, have also retarded their progress. Your proposal to combine them with a preliminary Vernacular Class will no doubt render them more useful as an agency of sound education, if not more attractive to the masses, whilst your reorganization of the system of salaries and promotion must have the effect of increasing the zeal of teachers and the interest of Patrons.

The success, generally, of the Lahore Institutions may be considered satisfactory. Reference to the Lahore University movement.

14. On the whole, however, the *Educational* success of the Institutions under my charge, for the year under review, may be considered as satisfactory and it is certain that with the modifications you have and are about to introduce and the generous support which you have given to the Lahore University movement since your accession to the Directorship, a great progress will soon be evident in the Lahore College' and Schools. It would be a most reprehensible mock-modesty on my part, if, in the face of the important educational questions decided and about to be decided, I did not express my personal satisfaction at the prospect of realization, under your auspices, of those views for which, through evil report and good report, I have laboured since November 1864. And in the present unanimity of all Educational Officers in the prosecution of the same aims, the most reliable earnest has been given of great ultimate success.

Presentation of an Address to the Principal.

15. In taking leave of this portion of my Report I have to report that a large gathering of parents and relatives of the pupils of the College and Schools took place in September last at the College in order to present to the Principal an Address indicative of their recognition of his interest in the progress of the pupils within and without the College.

II.—STATISTICS RELATIVE TO STUDENTS.

Explanation of unsatisfactory appearance of statistics.

16. I trust that to them less weight than is ordinarily given will be attached. Whilst the number of those who have, for a longer or shorter period enjoyed the education offered by the College is considerable, that borne on the regular Lists appears unsatisfactory. During the year under review many causes have operated to produce that regretable result, a reference to which will, I trust, be deemed by you a sufficient explanation. They are:—

I. The exceptional openings at Lahore for employment.

II. The unsatisfactory state of our system of Scholarships.

III. The absence during four months at Calcutta of the B. A. Class: Sanjhi Mull and Piari Lal.

IV. The preparation during one month of the First Arts Class.

I. Exceptional openings for employment.

During the course of the year there have been eighteen Undergraduates, namely.

B. A. Class 1867.

Pandit Piari Lall.

Lala Sanjhi Mull.

3rd Year College Class.

Pandit Ram Narain.

2nd Year College Class.

Pandit Dwarka Nath.

Jai Kishen.

Ganga Ram.

W. A. Harris.

Pandit Ishar Pershad.

1st Year College Class.

Behari Lall.

Ganga Ram.

Atma Ram.

Kirpa Ram.

Pandit Pirthi Nath.

Bal Mukand.

Muhammad Afzul Khan.

Bhagwan Das.

Wajid Ali.

Amir Singh.

Of these the following have left :—

Pandit Piari Lall, the Senior Student of the College, left in March, 1868, and is looking out for a Tahsildarship.

Lalla Sanjhi Mull, B. A., left College in March 1868, keeping his Librarianship on Rs. 50 a month, till provided with a suitable employment under Government.

3rd Year Class.

Pandit Ram Narain, left in September, 1867, for employment in the office of the Director Public Instruction Punjab, on 80 Rs. a month.

2nd Year Class.

Pandit Dwarka Nath, left in July, 1867, and is studying Law at home

1st Year Class.

Bhagwan Das, struck off the College Roll in November, 1867, for continued absence. Wakil to Sirdar Narindar Singh, Lahore, on Rs 60 per mensem.

Wajid Ali, left College in December, 1867, for a Teachership at the Multan Government School on Rs. 45 per mensem.

Amir Singh, struck off, for continued absence, in December, 1867, is now Deputy Inspector, 2nd Class, Police, Jhelum, on Rs. 60 per mensem.

Bal Mukand, left College April, 1867, for employment in the Lahore Post Office, on Rs. 30 per mensem.

Muhammad Afzul Khan, left College July, 1867, for employment in the Goojerat Zillah School, on Rs. 50 per mensem.

Little cause for regret in Students leaving for honorable employment.

In all this I see little cause for regret. It would be as ungenerous as it would be useless to endeavour to prevent Students from seeking and accepting employment which, in some cases, can alone keep them from absolute want. The love of study for study's sake is as uncommon here as it is in England. As long as the Government can give no positive promise of higher appointments to those who have "finished" their education—

and it is difficult to perceive how or why such a promise should be given—Students will, as a rule, take the first appointment that offers. Moral persuasion, private help and the holding out of a reasonable prospect of better appointments for higher attainments, may, in some instances, keep men at College. But if the Students who leave are honorable and useful in the careers they adopt, I see in this circumstance a higher gain than is obtained in filling a Statistical Table. And that our Educational efforts have, to a certain extent, fitted young men for life may be inferred from the preceding List of posts held by some of them as well as by a reference to the following List which details the

Present position of College Students.

18. PRESENT POSITION OF SOME OF THE STUDENTS WHO HAVE LEFT COLLEGE BEFORE 1867-68.

Pandit Chander Bal, Clerk of the Small Cause Court, Peshawur, on Rs. 200 per mensem.

Sodi Hukm Singh, Clerk Deputy Commissioner's Court, Jelandhur, on 90 Rs. per mensem.

Bhansee Dher, Clerk Accountant General's Office, Lahore, on Rs 90 per mensem.

Kanhya Lal, Pleader of the Chief Court in very good practice.

Muhammad Latif, Editor of, perhaps, the most enlightened native paper, and contributor to various English Journals.

Sirdar Bishen Singh, Headmaster of the Malehr Kotla School, on 60 Rs. per mensem, servants, a horse and house.

Gopi Nath, Clerk, 60 Rs. per mensem.

Pandit Jai Nath, Clerk 45 Rs. per mensem.

Wahab-ud-din, Headmaster Ferozpur Zillah School, on 70 Rs. per mensem.

Chausak Ram, Clerk, office of Inspector of Schools Lahore, on Rs. 45 per mensem.

Pandit Dwarka Nath, Clerk Deputy Commissioner's Court, Lahore, on Rs. 50 per mensem.

And others whose salaries range between Rs. 60 and Rs. 100 per mensem.

Average of appointments obtained by Lahore Students higher than that attained by Delhi Students.

It will be perceived from the above that the temptation of employment is greater here than at Delhi. Whilst in the latter place the average of appointments obtained by College Students is estimated at Rs. 40 per mensem it is at Lahore Rs. 53-9 in the case of Students who have only just left College and, at a rough calculation, Rs. 100-14 in the case of those Students who have been employed in active life for a year or longer. It is most encouraging, instead of being depressing, to find that our Students are so highly valued by their employers and that, as a rule, they are in their several vocations a credit to themselves and the Department.

II.—THE UNSATISFACTORY STATE OF OUR SYSTEM OF SCHOLARSHIPS.

20. When it is remembered that months sometimes pass before the results of the Calcutta Examinations are acted upon with reference to this matter and that Students for a long time do not know whether they are to get Scholarships or not it is highly gratifying that they should not at once throw up their studies. The disastrous rule of one Scholarship to every third Undergraduate must—unless modified in the sense of a Scholarship to every third of those who matriculate—eventually lead to the closing of the College. Again, when it is borne in mind that the highest Scholarship does not exceed 26 Rs. per mensem, out of which fees and books are to be paid, it reflects great credit on those Students who prefer to study on a pittance rather than leave the College, whilst it also excuses those other Students whom the *Angusta res* forces into active employment.

III.—The absence of the B. A. Class, and IV.—The preparation for one month of the First Arts Class.

Explanation of the smallness of the year's average attendance and of the difference in the amount of fees between the present and the past years.

21. The smallness of the year's average attendance is chiefly owing to the circumstances that Sanji Mal and Pandit Piari Lall of the 4th year Class were absent from College for four whole months, for their Examination at Calcutta, before their names were struck off from the Roll, and that the three Students in the 2nd year Class were allowed a month's leave to prepare themselves by revision for the First Arts Examination.

The difference in the amount of fees for this and the previous years is caused by the Students of the 1st and 2nd year Classes having deferred paying their fees for January, February and March 1868, till the receipt of their Scholarships; the consequence being that Rs. 48 received for the last three months of 1867-68, have had to be credited in the College accounts for the first month of 1868-69. These remarks may explain the following Tables:

	4th year.	*3rd year.*	*2nd year.*	*1st year.*	TOTAL.
Disposition of Classes on 31st March 1867, ...	2	1	4	5	12
Do. do., 31st March 1868, ..	0	0	4	5	9

Comparative Statement of Number, Attendance and Fees for 1866-67 *and* 1867-68.

	Average number of Students for the year.	*Average Attendance.*	FEES.
For the year ending 31st March 1867, ...	12	10	214 Rs.
Do, do., 31st March 1868, ...	9·3	6·2	120 Rs.

Prospect of increase of the number of College Students.

23. These numbers will receive a considerable accession, it is hoped, in January next, when men pass from the Schools into the College. By that time too it is believed that the contemplated modification in our system of awarding Scholarships and the generous help which the people of Lahore seem ready to give will keep most, if not all, of the Undergraduates at College. Then, I trust, we shall have a flourishing Institution and one deserving of the expense which the Government is incurring on its behalf.

Names and distribution of present Students.

24. The following are the names and distribution of the Students at present in the Government College:

2nd Year Class.

Jai Kishen.

Ganga Ram.

W. A. Harris.

Pandit Ishar Pershad.

1st Year Class.

Behari Lall.

Ganga Ram

Atma Ram.

Kirpa Ram.

Pandit Pirthi Nath.

III.—GENERAL REMARKS.

The late B. A. Examination.

Uncertainty of present Examination tests. Great encouragement lately given by Government to higher education in appointing the first Lahore B. A. to a Tahsildarship and in allowing seats in Durbar to Graduates.

25. The results of this Examination have clearly demonstrated the uncertainty, at any rate in this country, of such tests. Two Students presented themselves at this Examination at Calcutta, whither they proceeded, the one entirely at his own expense, the other with partial assistance from the Department. The former, the Senior Student of the College, had for years maintained the first position among his colleagues in the Panjab. He had earned the golden opinion of all those who had come in contact with him and especially of the late officiating Principal, Mr. Jardine. A perfect gentleman, a most diligent and successful Student, Piari Lall was looked upon as certain to succeed. He failed, a result which is rendered doubly painful by the circumstance that he had persevered in his studies for years and unassisted by Government, against the wishes of his family. The other Student, Sanjhi Mull a young man of character and great promise, though perhaps not equal to Piari Lall in attainments, passed and has thus reflected credit on the College which entirely trained him and of which he is the first B. A. Government, with a wisdom which will do much to stimulate Students to continue to study for their Degrees, has lately conferred upon him the responsible post of Tahsildar in the Delhi Division in which I have every reason to believe he will do well and from which I hope he will soon be promoted. Another measure introduced lately by the Local Government calls also for the profound gratitude of all those who are interested in Education, and especially of the Principals of the Panjab Colleges, I mean, the admission, at the instance of the local authorities, of Graduates to seats in Durbar. Where wealth and rank are already sufficiently represented it is only right that education should find a place, and I look very hopefully on this late act of generosity on the part of our Government as likely to stimulate native ambition to labor for what it conceives a great end by the most praiseworthy means.

Conditions under which alone examinations may be deemed reliable.

26. But to return to the results of the late examination, I consider them, as all those of the Calcutta University, to be unreliable ; for no educational test can be reliable which is independent of the following conditions

I. A careful and strict *oral examination*.

II. A due importance to be attached to the regular, weekly or monthly, examinations of the teachers who may have trained the pupil.

III. A well defined and consistent system of Examination and cautious selection of "*special*" Examiners.

IV. (In languages) *translation* and *original composition*

Smallness of College Staff

27. I trust we may be able, through you, to obtain what we have so long wanted : a second Professor If the present Calcutta system is maintained 120 hours' tuition a week are required for the [too numerous] subjects of our Classes. A Principal and a Professor are manifestly inadequate for such a task Under a better system it may, perhaps, be possible to teach *three* but never *four* Classes, whilst, with a proper division of labor, it is quite feasible to undertake the tuition of six or even eight Classes in all their subjects, when the College Staff is composed of an energetic Principal, two *hardworking* and *intelligent* Professors, two Lecturers in Law and Natural Science and, at least, two Assistant Professors

Private contributions during the year.

28 I have to acknowledge the following generous donations :—

Ten Rupees a month in Scholarships from yourself to the College.

Ten rupees as a prize for the solution of a difficult mathematical problem by Mr. Ribbentrop, Assistant Conservator of Forests, Kaghan.

Sixty rupees as prize for Essays by the Lahore College Literary and Debating Society.

Sundry contributions by Mr. Beddy, Mr. Thompson and myself.

Changes in the College and School.

29. No change of importance has occurred, excepting the transfer of the very able and assiduous 2nd Master, Mr. D. Thompson, T C D, to the Officiating Inspectorship of the Frontier Circle. This loss has been partially supplied by the appointment of Mr. R. Moor.

Services of Officers.

30. I have to bring to your especial notice the eminent services which Mr J. C. Beddy, Head Master of the Government Zillah School, has been rendering to the College and to the Institution under his care. I may also mention favorably the services of Assistant Professor Moulvie Alemdar Hussain, of the College, and of Babu Kashi Pershad and Lalla Sewaya Ram of the School. In general, I have to express my gratitude to all the gentlemen, European and Native, who have assisted me, either in the College or School, during the year under review.

The Malehr Kotla School.

31. From personal inspection I can testify that this School keeps up the credit which it earned in the remarks of His Honor the Lieutenant Governor contained in last year's Educational Report. The public-spirtied Nawab of Malehr Kotla has lately appointed Sirdar Bishen Singh, an ex-student of the College, to the Head Mastership of the principal School in his territory. The institution is prospering and promises to yield satisfactory results in both English and Oriental instruction.

Examination for Interpretership in China.

32. It may be interesting to notice, as an instance of the spirit of enterprize, that only needs a scope in the Panjab, that over twenty pupils of the Government School, both Hindu and Mussulman, presented themselves at an Examination for Interpretership in China, which I undertook at the request of Mr. C. V. Creagh, Superintendent of Police, Hong Kong

Attendance.

33. The rules for leave of absence of Students, have been rendered more strict, and with a most beneficial effect

ATHLETIC SPORTS.

34. The Athletic sports continue to be kept up. On the 6th and 7th of last March, games of Cricket were played on the parade ground between the Lahore, Amritsar, Hoshiarpur and Multan Zillah Schools. They were presided over by Mr. C. W. W. Alexander, B. A., Inspector of Schools, Lahore Circle, and Mr H. Millett, Head Master, Hoshiarpur. On the 9th and 10th March there were Athletic sports in the Lawrence Gardens and a distribution of prizes to the winners Mr. Alexander has favoured me with the appended "list of the sports and the winners" on that occasion Trusting I have omitted nothing of importance, and begging to add the further required statistics of the Lahore College for 1867-68, as well as Mr. Beddy's report for the School

I have the honor to be,

Sir,

Your obedient, humble Servant,

G. W LEITNER,

Principal, Lahore College.

ATHLETIC MATCHES BETWEEN THE LAHORE, AMRITSAR, HOSHIARPUR, AND MULTAN ZILLA SCHOOLS, [PLAYED ON THE 9TH AND 10TH OF MARCH 1868, IN THE LAWRENCE GARDENS, LAHORE.]

LIST OF THE SPORTS AND THE WINNERS.

Throwing Cricket Ball.

1. Ali Mahomed, Mooltan Government School.
2. Gokul, Hooshiarpore Government School.

Hurdle Race.

1. Hakim, Umritsur Government School.
2. Hera Singh, Hooshiarpore Government School.

Flat Race—100 yards.

1. Hakim, Umritsur Government School.
2. Jumal-uldin, Kassoor Town School.
3. Dulput Rai, Umritsur Mission School.

Flat Race—100 yards Little Boys.

1. Ram Dass, Umritsur Government School.
2. Umrao Singh, Lahore Government School.
3. Churn Singh, Umritsur Mission School.

¼ Mile Race.

1. Hakim, Umritsur Government School.
2. Huree Kishen, Umritsur Government School.
3. Jumal-uldin, Kassoor Town School.

¼ Mile—Little Boys.

1. Umrao Singh, Lahore Government School.
2. Ram Dass, Umritsur Government School.
3. Churn Singh, Umritsur Mission School.

Standing High Jump.

1. Ghulam Rasool, Lahore Government School.
2. Sodagur, Mooltan Government School.

Standing Long Jump.

1. Sodagur, Mooltan Government School.
2. Raimaldass, Mooltan Government School.

Running Long Jump.

1. Ghulam Rasool, Lahore Government School.
2. Hakim, Umritsur Government School.

Running High Jump.

1. Ghulam Rasool, Lahore Government School.
2. Hakim, Umritsur Government School.

Half Mile.

1. Hakim, Umritsur Government School
2. Peer Buksh, Mooltan Government School.

Sack Race.

1. Hemraj, Umritsur Government School.
2. Vashno Dass, Umritsur Government School.

3 Legged Race.

1. Gunga Ram and Anunt Ram, Lahore Government School.
2. Hakim and Kurm Buksh, Umritsur Government School.

No. 9.

To

DR. G. W. LEITNER, M. A., PH. D.

Principal, Government College,

Lahore.

Dated Lahore, 27th May, 1868.

SIR,

I have the honor to submit herewith a Report on the Zilla and Branch Schools at Lahore for the year 1867-68.

2. The comparative Statements of these Schools as regards number, attendance and Fees for the years 1866-67, and 1867-68 are as follows :—

For the year ending.	Zilla School.			Branch Schools.		
	No. of Students	Average attendance.	Fees.	No. of Students.	Average attendance.	Fees.
31st March 1867, ...	150	127	1,243-12	488	439	434-1
Ditto, 1868, ...	116	98	1,394-7	440	362	451-5

I regret to have to observe that there is a great falling off in the number of Students this year. This is mainly attributable, I believe, to the fact of the Fees levied here on account of Tuition, having recently been raised from 8 annas to 1 rupee per mensem in the 1st and 2nd Classes, and to 12 annas in all the other Classes of this School. It is, however, satisfactory to find that though the number have fallen so greatly, there is still a decided increase in the total amount of Fees levied in all the Schools throughout the year.

3. The classification of the Students at the close of the years 1866-67 and 1867-68, together with the numbers admitted in each Class, or withdrawn from it, is as follows :—

Classes,	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	Total.
Disposition on 31st March 1867, ...	14	10	13	19	12	27	14	12	12	17	150
Admitted in 1867-68, ...	7	5	4	0	7	6	12	12	13	15	81
Total, ...	21	15	17	19	19	33	26	24	25	32	231
Withdrawn in 1867-68, ...	13	8	9	6	7	15	19	15	11	14	117
Disposition on 31st March 1868, ...	6	8	8	13	9	12	18	14	11	15	114

4. Ten Students went up last December for the Matriculation Examination of the Calcutta University, of whom four passed, two in the second, and two in the third Division. This result was much better than that of the previous year, when only four Students out of fifteen were passed, and it would have shown still more favorably had only those Students been suffered to go up for the Examination who had been in regular attendance at the School during the whole year. Of the six who failed at the Examination three had joined from the University School in August, and one was an ex-student of the School whose name had been struck off on account of long absence, and who rejoined just a month before the Examination. Care will be taken that a mistake like the above does not occur again. Three of the four Students who passed last year are now prosecuting their studies in the 1st year Class of the Lahore Government College. The Annual Examination of the 3rd, 4th, 5th, and 6th, Classes was held in October 1867. The printed results show that these classes passed a considerably better Examination than any other School in the Panjab, and I trust, therefore, that they will be considered by the Director to have fully recovered themselves from the disgrace and censure they incurred at the Inspector's Examination in June last. The lower classes of the Zilla School, and all the Students of the several Branch Schools, were examined in the early part of this year by myself and Baboo Kashee Pershad, in English, and by Moulvi Alumdar Hossein, in Urdu. The results were generally satisfactory, and showed that a very fair amount of work had been done during the year. Consequent upon these Examinations seventeen Students have, this year, been admitted from the different Branch Schools into the Lahore Zilla School.

5. During the past year the School has had to sustain a very great loss in the removal of its 2nd Master, Mr. D. W. Thompson, a most zealous and efficient Teacher, to the post of Officiating Inspector of Schools, Frontier Circle. Whilst regretting the loss of Mr. Thompson's services to the School, I trust I may be excused for remarking here, with reference to his present appointment, that this is the third time I have had to suffer the mortification of seeing those who had served immediately under me as 2nd Masters in this School, promoted over me to Inspectorships.

6. I am happy to add in conclusion that all my Assistants, both English and Vernacular, are working cheerfully and diligently, and are affording me every satisfaction.

I have the honor to be,

Sir,

Your most obedient Servant,

J. C. BEDDY,

Head Master, Government Zilla School, Lahore.

DEHLI GOVERNMENT COLLEGE.

FROM

E. WILLMOT, ESQUIRE,

Principal of the Government College,

Dehli.

To

CAPTAIN W. R. M. HOLROYD,

Director of Public Instruction,

for the Panjab.

Dated, Dehli February 6th, 1868.

SIR,

I have the honor to submit my report for the ten months of 1867-8 during which I was Principal of the Dehli College, viz: from April 1867 till February 6th 1868.

Number on the boards and average attendance for the last 4 years.

1. The table here appended will show the number on the boards in each class and the average daily attendance of the College.

Year.	Honour Students.	Question-ists.	Senior Sophs.	Junior Sophs.	Freshmen.	TOTAL.	Average daily attendance per cent.
1864-5	0	0	0	8	7	15	73
1865-6	0	0	2	11	11	24	87½
1866-7	0	2	3	8	6	19	93
1867-8	1	1	4	6	14	26	97

2. I shall, as in my report of last year, call your attention to the Dehli College and Collegiate School in its two aspects, first, as an *Academy* affiliated to the University of Calcutta; secondly, as an Educational Institution preparing young men for *life.*

Four modes of comparison (*a.*) (*b.*) (*c.*) (*d.*)

3. *As an Academy affiliated to the University of Calcutta* The success of this College as an Academy affiliated to the University of Calcutta will be best discovered (now as last year) by comparing it in four ways; first (*a*) with the general average of all affiliated Institutions, secondly (*b.*) with the kindred Colleges of the North West Provinces and the Panjab; thirdly (*c.*) with the two Colleges of Lahore in conjunction with which it undergoes a half-yearly Departmental Examination, and with which it competes for the Scholarships and medals; and fourthly (*d.*) with the Dehli College itself in former years.

Comparison with all affiliated Colleges.

4. The annexed table is compiled from the Statistics issued by the Syndicate, of the Examinations of the Calcutta University for 1867-68.

		Number of Candidates.	Passed in			Total passed.	Failed in						Absent.	Total failed.	Percentage passed.	Do. failed.	Do. absent.
			1st Division.	2nd Division.	3rd Division.		English.	2d Language.	History.	Mathematics.	Philosophy.	Optional subject.					
All Comers, ...	Entrance.	1,507	95	363	356	814	537	127	330	308			22	671	54	44½	1½
Dehli Collegiate School,	Entrance.	12	2	6	3	11	1	0	0	0				1	92	8	0
All Comers, ...	1st Arts.	388	39	84	65	188	113	89	53	122	21		4	196	46	53	1
Dehli College, ...	1st Arts.	6	0	2	2	4	1	1	1	0	1		1	1	67	16	16
All Comers, ...	B. A.	212	20	47	32	99	58	17	26	54	41	45	7	104	47	50	3
Dehli College, ...	B. A.	2	0	1	0	1	0	0	0	0	1	0	0	1	50	50	0

Entrance.

First Division.

Second Division.

Third Division.

5. From this it appears that while the average of successful Entrance candidates was 54 per cent that of the Dehli Collegiate School was 92; that whereas generally 6 per cent passed in the first division; from the Dehli School 17 per cent so passed; that whereas generally 24 per cent passed in the second division, from this Institution 50 per cent so passed; and that against 24 per cent generally passed in the third division, from Dehli there were 25.

First Arts.

Again the table shows that while generally 46 per cent passed First Arts, from the Dehli College 67 per cent so passed, and those too comparatively very high though no Student was placed in the first class.

B. A.

Lastly while generally 47 per cent passed the B. A. Examination, from Dehli 50 per cent were successful.

Failures in Entrance.

6. Moreover it may be discovered from the same table that in Entrance there were generally 1302 failures (counting a failure in a single subject as a failure, a failure in two subjects as two failures and so on) by 1507 candidates *i.e.*, 86 per cent; from Dehli there was but one failure by twelve, *i.e.*, 8 per cent; that in First Arts there were generally 398 failures by 388 candidates, *i.e.*, 103 per cent; from Dehli there were 4 failures by 6 candidates, *i.e.*, 67 per cent: and that in B. A. generally there were 241 failures by 212 candidates, *i.e.*, 114 per cent; from this Institution there was one failure only by 2 candidates, *i.e.*, 50 per cent.

First Arts.

B. A.

Comparison with the Colleges of the North West Provinces and the Panjab.

7. (*b.*) The following table shews the number of candidates from the Government Colleges of the North West Provinces and the Panjab and their positions in the pass list.

		Number of Candidates.	Passed in the 1st Division.	Passed in the 2nd Division.	Passed in the 3rd Division.	Total Passed.	Per centage passed in the 1st Division	Per centage passed in the 2nd Division.	Per centage passed in the 3rd Division	Total percentage passed
Agra College, ...	Entrance.	12	2	2	6	10	17	17	50	83
Bareilly, „ ...		17	2	7	3	12	12	41	18	70
Lahore, „ ...		10	0	2	2	4	0	20	20	40
Benares, „ ...		23	3	5	12	20	13	22	52	87
TOTAL, ...		62	7	16	23	46	11	26	37	74
Dehli College, ..		12	2	6	3	11	17	50	25	92
Agra College, ...	1st Arts.	3	0	2	1	3	0	67	33	100
Bareilly, „ ...		8	0	3	3	6	0	37½	37½	75
Lahore, „ ...		3	0	0	0	0	0	0	0	0
Benares, „ ...		4	1	0	2	3	25	0	50	75
TOTAL, ..		18	1	5	6	12	6	28	33	67
Dehli College, ...		* 5	0	2	2	4	0	40	40	80
Agra College, ...	B. A.	2	1	0	0	1	50	0	0	50
Bareilly, „ ...		2	0	0	0	0	0	0	0	0
Lahore, „ ...		2	0	0	1	1	0	0	50	50
Benares, „ .		3	0	1	1	2	0	33	33	67
TOTAL, ...		9	1	1	2	4	11	11	22	44
Dehli College, ..		2	0	1	0	1	0	50	0	50

* One absent from sickness.

8. A short study of the table will shew that the Dehli College and Collegiate School are at least equal to those of Agra and Benares, superior to that of Bareilly and incomparably superior to that of Lahore. Moreover it must not be forgotten in estimating the value of this comparison that the Colleges of Agra, Bareilly and Benares have each a staff of two European Professors, and an Assistant Professor, while the Panjab Colleges have but a single Professor: besides in the Colleges of the North Western Provinces the Government grants of Scholarships are greater by 2 or 3 to 1 compared with the grants of the Panjab Colleges, from which it cannot but naturally follow that the better Students of the former Institutions are induced to continue reading for the higher Examinations, whereas the Panjab Students are compelled by poverty to leave their Colleges so to speak in flocks: as an instance I may mention that the whole of the third year B. A. class left on the 1st of April 1867 for appointments averaging not more than Rs. 43 each.

Comparative dis-advantages of the Delhi College.

9. (*c*) A comparison of the Dehli College and School with the other similar institutions in the Panjab is more difficult. But a fair estimate of the relative position of the former may be obtained from the following facts.

Comparison with the other Colleges of the Panjab.

(1.) The *Arnold Gold Medal* for the Student from the Panjab passing highest in the Principal University Examination of the year was awarded to Bharon Pershad of this College, who passed first in the B. A. Examination. (2) Nundkishore of the Dehli College was first in the First Arts Examination of all candidates from the Panjab; he received the *Cooper Silver Medal.* (3) The *Arnold Silver Medal* for the Student, of all from the Panjab, passing the highest in the Entrance Examination; was awarded, in duplicate, to Gunga Pershad and Kashi Nath who were bracketed equal in the first class.

Dehli secures the Gold Medal for best B. A.

The Silver for best 1st Arts.

The Silver for 2 equal Entrance men.

10. The Departmental Examination of Zillah and Aided Schools held in July 1867 shews that of (11) eleven Examinees who obtained 200 marks the 2nd, 3rd, 4th, 7th, 9th and 10th were from the Dehli Zillah School while the like Examination of December 1867 shews that of ten who passed with credit the 1st, 5th, 6th, 7th and 8th were from Delhi.

Departmental Examinations.

Departmental Examination of July 1867.

Examination of December 1867.

11. The Statistics of Government Scholarships gained in public competition among the Students of the three affiliated Colleges are this year as last, extremely satisfactory.

The 1st and 2nd Senior Scholarships (*out of three in all*) are held by Dehli College men, as are the 1st 2nd, 3rd, 4th, 5th, 6th and 8th, Junior Scholarships *out of a Total of Eight.*

Senior Scholarships; 2 first of 3 are to Delhi.

Junior Scholarships all but the 7th (of 8) are to Dehli.

12. Lastly to compare the present state of the College with its state in former years. The annexed table shews, I submit, a very great improvement, almost continuous, from the date of the affiliation of the College till this day.

Comparison with the Dehli College in former years.

	Entrance.			1st Arts.			B. A.		
	Number of Candidates.	Passed.	Percentage Passed.	Number of Candidates	Passed.	Percentage Passed.	Number of Candidates.	Passed.	Percentaeg Passed.
1864	6	4	66						
1865	13	9	70	8	3	37			
1866	17	6	35	6	3	50			
1867	12	11	92	6	4	67	2	1	50

The per centages of successful Entrance candidates and of successful First Arts Candidates have never been so high; and no B A has ever been sent up till this year. moreover the individual Candidates have never passed so satisfactorily; for while in 1866 all but one of the 6 Candidates who passed Entrance were placed in the 3rd Class, in 1867 of the 11 successful, 2 are in the 1st Division, 6 in the 2nd, and only 3 in the third; a result unequalled by any School in that part of India, for which the Calcutta University is the supreme examining body, and only approximately paralleled by two Schools out of nearly two hundred, the Dacca Collegiate School and the Hare School. The calculation by which I have formed this opinion is as follows:— The average marks gained by each Student 225* for a 1st class, 180 for a 2nd Class, and 130 for a third Class, being assessed for all passed Candidates in each School and added together the sum is divided by the total number of candidates passed and failing.

It may possibly be objected that this is a somewhat arbitrary method of comparing different Schools; but I think it is fairer than any other, and as far as the Dehli School is concerned the same result would certainly be obtained by almost any other system of valuation.

The College as an Institution preparing young men for life.

13. II *As an Institution preparing young men for the world.*

Appointments obtained by College men.

The following table shews the appointments which have been obtained by Students of the College since April 1st, 1867:—

NAME.	Value of Appointment.	Passed Entrance.	Passed 1st Arts.	NAME.	Value of Appointment.	Passed Entrance.	Passed 1st Arts
Hurdial Singh, .	30	1864	1866	Inayutul Rahman, ..	30	1864	
Jumna Dass, ..	60		...	Luchmun Dass,	25	...	
Basi Lal, ...	40	...		Bashesher Nath, .	60	1866	
Ramjus, .	50	1865					

From this it appears that 7 Students have been appointed to offices, at an average salary of Rs. 40 *per mensem*

And by boys from the School.

From the Zillah School 14 boys have obtained salaries averaging about 27 Rs. 2 in the Educational Department; 5 in Government Offices; 5 in the Railway Offices, and 2 in Newspaper Press.

Changes effected during the year in the machinery of Education in the City of Dehli.

Old Zillah and Branch Schools.

14. I shall now proceed to explain in detail, the changes that have been made in the constitution of the machinery of instruction in the City of Dehli. Before the first of April 1867, there was a Zillah School of ten (10) Classes educating 442 boys, and eleven (11) Branch Schools, educating 817 boys. These latter were under the superintendence of Lala Bishumber Nath and were maintained by an expenditure from Government of Rupees 140 per mensem, a collection of fees, rupees 60 per mensem, and Rupees 390 per mensem from the Nawab Fund. Two of these Schools taught up to the seventh (7th) Class and the rest to the eight (8th).

15. On the 1st of April 1867 the following changes were made:—

Present Zillah School.

The Zillah School was constituted as follows; 3 classes I, II, III, called the Upper School (in which the subjects for the Calcutta University Entrance Examination were read), 4 classes, IV V, VI, VII, called the Middle School, and 3 classes VIII, IX, X, called the Lower School or Central Branch, teaching only Vernacular.

* I think this is a correct estimate, but the substitution of 230, 240, 250, or 260 does not affect the result.

Two Branch Schools converted into Grant-in-aid Schools.

Lala Wazir Singh's Grant-in-aid School.

Lala Eshri Pershad's.

16. The Nil ka Kuttra and Cherkhawala (or Sita Ram ka Bazar) Branch Schools became Grant-in-aid Schools. Lala Wazeer Singh, late Patron, and now Manager of the former, gives Rupees 30 per mensem, which, added to Rs. 20 per mensem collected in fees, is supplemented by a Government Grant of Rs. 50 making in all Rs 100 from which the whole English Staff is paid; the Persian teachers drawing their pay from the Nawab Fund. Lala Eshri Pershad, late Patron, and now Manager of the Cherkhawala School, gives Rs. 35 per mensem, which, added to Rs. 22 collected in fees, is supplemented by a Government Grant of Rs. 57 making in all Rs. 114, from which the whole English Staff is paid. These Grant-in-aid Schools both teach up to the standard of the Upper School, *i.e.* their highest Class is the same as the IV. of the Zillah School.

Two Branch Schools improved.

17. The Chailon ka Koncha and Pepul Mahadeo Schools were improved, so that they are now beginning to teach up to the Standard of the Upper School; *i.e.* their highest Class is the same as the IV. of the Zillah School.

Four Branch Schools became purely Vernacular Schools.

18. The Pahargunj, Telewara, Lalkua, Turkman Gate and Chandni Chouk became purely Vernacular Schools.

One Branch School abolished.

19. The Cashmere Gate School was closed, and the office of Superintendent of Branch Schools was abolished.

Number of boys educated.

At present the Grant-in-aid and Branch Schools (See paras. 16 and 17), contain 399 Scholars, and the Vernacular Schools 600, the sum of which 999 exceeds by 182, the total number of Branch School boys in March 1867, *viz.*, 817.

In the Zillah School, however, to the Upper and Middle Classes of which (1st to 7th) no boys are admitted who have not passed an Examination in Urdu and Persian such as requires (on an average) two years' reading in a Vernacular School to qualify them for, the numbers at present are 269 against 421 in March 1867, of the former number 84 are in the Upper School; the 1st three Classes, and 185 in the Middle School, the 5th, 6th, 7th, 8th; the average of Fees collected per mensem in the year under report, is Rs. 140-12 as compared with Rs. 139-10 in 1865-66.

Total number somewhat decreased, but *fees* unimpaired.

Thus it will be seen that the total number educated is less by 152 than last year, whereas the fees are increased by 1-2.

Standard of Instruction higher.

Moreover the instruction now given is of a far higher order than before, 4 of the old Branch Schools (see para. 10) now teaching up to the standard of the 4th Class inclusive, which before only taught up to that of the 7th or 8th.

Change in the College building.

20. In November 1867, the College was removed from the left wing of the Dehli Institute in the Chandni Chouk to the old College which had been occupied by the Military Authorities from the date of the mutiny. The grounds about the building are excellently adapted for Cricket, and other Athletic sports, and the building itself when put into proper repair and modified to suit our wants, will be all that can be desired.

A couple of rooms given up for the accommodation of District boys sent in by the Inspector.

21. A couple of rooms have been appropriated to the accommodation of the boys from the District sent by the Inspector of Schools for the Amballa Circle; the Civil Surgeon has pronounced the sanitary arrangements for the lodging of 12 Students satisfactory, and Pundit Gunga Jeewan, one of the masters of the Normal School, (himself also not a native of Dehli) has undertaken the supervision of the younger lodgers.

This may (with the sanction of Government) be eventually improved into a Boarding house.

22. In the event of this arrangement proving as satisfactory as the Head Master, (Mr. Doran) and myself anticipate, your assistance will be asked to obtain sanction from Government for the establishment of a Boarding house on the model of that of the Agra College. A year will, in all probability, be quite long enough for a fair valuation of the present experiment

23. Athletic Sports have been attended to with no diminution of enthusiasm; my successor will, doubtless, report on the games at the Durbar arranged for the middle of March. Mr. Kirkpatrick has superintended the Cricket during the cold weather; and he believes (as I do) that the College and School will be able to get together a very fair eleven for next season; he agrees with me in thinking it unadvisable to begin playing matches, until a few boys have really mastered the game.

Athletic Sports.

24. The Library for which the Central room of the new College is admirably adapted, has been excellently managed by Sree Ram the Librarian. His methodical habits, clear penmanship, and very considerable knowledge of the English language, fit him for a post of the kind.

The Library, and Sree Ram, the Librarian.

25. To pass to the Educational Staff, Mr. Ellis, of Trinity College Cambridge, was appointed Professor of Literature and History, early in July. From April until that date, Mr. Doran, the Head Master of the Zillah School officiated as Professor.

College and School Officers.

Mr. Ellis' very complete knowledge of the Classics not only of England, but also of Greece and Rome, and his highly cultivated taste in all literary matters, eminently qualify him for his Professorial work; he is lucky also in possessing a manner and system which makes him extremely popular with the Students

Professor Ellis.

The success of the Entrance Class as above commented on is sufficient proof of the ability and earnestness with which Mr. Doran has conducted the Zillah School during the last year: to Mr. Kirkpatrick, too, who officiated for Mr. Doran on two occasions, very considerable credit is due.

Mr. Doran.

Mr. Kirkpatrick.

Besides these gentlemen, I wish to call your attention to Maulavi Ziya ud din, the Assistant Professor of Arabic, and Lala Sagur Chund, 3rd Master of the Zillah School, as worthy of commendation. Lalas Wazeer Sing and Eshri Pershad have maintained as Managers of Grant-in-aid Schools the reputation they gained as Patrons of Branches.

Maulavi Ziya ud din.

Lala Sagur Chund.

Lalas Wazir Sing and Ishri Pershad Managers of Schools.

I have the honor to be,

Sir,

Your most Obedient Servant,

E WILLMOT,

Principal.

FROM

C. R. COOKE, ESQUIRE,

Principal of the Government College,

Dehli.

To

CAPTAIN W. R. M. HOLROYD,

Director of Public Instruction

for the Punjab.

Dated Dehli, April 1st, 1868.

SIR,

I have the honor to lay before you Reports of the Dehli College and the Schools connected with it for the year ending 31st March 1868.

Mr. Cooke joined on 9th March.

2. I joined as Principal on 9th March, and consequently having been in charge for only twenty-three days in all, I am not in a position to report on the progress made during the year under review. I shall therefore have the honor to forward herewith a Report sent to me by the Ex- Principal Mr. Willmot, who was in charge till the 6th February last.

The number on the Rolls has not decreased.

3. From the date of Mr. Willmot's taking up the duties of Inspector, Amballa Circle to the date of my joining, viz., from 7th February to 8th March both inclusive, Professor Ellis officiated as Principal of the College.

4. From the following table, and by reference to Mr. Willmot's Report, it will be seen that there has been no decrease in the numbers left on the Rolls of the College by the Ex- Principal. The students now reading are classed as below:—

B. A. passed 1868, ...	1
4th year reading for B. A. 1869, ...	1
3rd year reading for B. A. 1870, ...	4
2nd year reading for 1st Arts 1868, ...	6
1st year reading for 1st Arts 1869, ...	14
TOTAL, ...	26.

College Scholarships.

5. The following students have been elected to Government Scholarships :—

3rd year,	Nund Kishore, ...	32	Rs.
	Usuf Ali,	29	„
1st year,	Gunga Pershad, ...	14	„
	Kashi Nath,	14	„
	Shib Chunder Bose, ...	13	„
	Luchmun Dass,	12	„
	Girdhari Lal, ...	12	„
	Madun Gopal,	11	„
	Deen Dyal, ...	10	„

Wazir Sing's Scholarship.

The following are the new Wazir Sing's scholars :—

3rd year,	Janki Das, ...	10	Rs.
	Sheo Nath, ...	10	„
2nd year,	Ram Kishon, ...	10	„
1st year,	Johree Mull, ...	10	„

Educational Durbar.

6. An Educational Durbar, under the presidency of Colonel Mc.Neile, Commissioner of Dehli, was held on the 25th March in the grounds adjoining the College. It was a most successful gathering, and a large number of the native gentry, as well as most of the European residents of the station, assembled to witness the distribution of rewards to those students, who had distinguished themselves during the past year, and to other persons who had been active in encouraging education in the City and District. As you, Sir, were present on the occasion, I need not to give any very detailed account of the proceedings.

Lala Eshri Pershad rewarded.

7. Lalla Eshri Pershad, Manager of the Cherkhawala Grant-in-aid School was rewarded with a *Khilut* for his exertions and success in carrying on the School under his charge.

Students who received medals.*

8. The following students who had passed with credit in the late Examination of the Calcutta University, received medals in token of their success:—

Bharon Pershad, B. A., 1868.

Arnold Gold Medal.

Nund Kishore, First, Arts, 1867.

Cooper Silver Medal. *

Gunga Pershad, Kashi Nath, } Entrance, 1867.

Arnold Silver Medal.

Prize of books awarded.

These men together with those mentioned below received also prizes of books:—

4th year Class.

Sree Ram.

3rd year Class.

Nund Kishore.

Usuf Ali.

Sheo Nath.

Janki Das.

2nd year Class.

Hukum Chund.

Khitter Chunder.

1st year Class.

Gunga Pershad.

Kashi Nath.

Shib Chunder Bose.

Luchmun Das.

Girdhari Lal.

Mudungopal.

Deen Dyal.

Koonj Behari Lal

Omrao Sing.

Sham Nath.

Kishori Lal.

* The Cooper Silver Medal for the best English Scholar of all the Undergraduate Students of the Dehli College, was presented by J. C. Parry, Esquire, Manager of the Dehli and London Bank, who has promised to continue the award every year.

Athletic Sports.

9. Soon after the distribution of prizes was completed, the ground was cleared for the Athletic Sports' competition. Many of the races, &c., excited much interest, and great credit is due to Messrs. Doran and Kirkpatrick of the Dehli Collegiate School, for the able manner in which all the arrangements were carried out.

Boarding house an absolute necessity.

10. There is but one more point on which I should desire to remark. Several boys from the District have applied for permission to occupy some vacant rooms in the College building, this has been allowed, and one of the Masters, of the Normal School, has been placed in charge. It appears to me, therefore, that the establishment of a Boarding house has now become a positive necessity. I have, during my service in the N. W. P., had opportunity of examining the working of a Boarding house at Agra, and I always found the boarders to be the most regular in attendance and steady in work.

In the establishment of a Boarding house, however, particular care must be taken to place a responsible man at the head, for, without the most efficient superintendence, such an Institution would, in my opinion, be worse than useless.

Grant-in-aid and Branches Schools.

11. I have not yet had leisure to visit all the Grant-in-aid and Branch Schools but those which I have seen, viz, Chorkhawala and Nilka Kuttra Grant-in-aid Schools give proof of being carefully looked after by their Managers, Lala Eshri Pershad, and Wazeer Sing.

I have the honor to be,

Sir,

Your most Obedient Sservant,

C. R. COOKE,

Principal, Government College, Dehli.

AMBALLA CIRCLE.

No. 66.

FROM

E. WILLMOT, ESQUIRE,

Inspector of Schools,

Amballa Circle.

To

CAPTAIN W. R. M. HOLROYD,

Director of Public Instruction

for the Panjab.

Dated Simla, 16th June, 1868.

SIR,

1. I have the honor to submit my Annual Report on popular education in the Amballa Circle of the Punjab for the year 1867-68.

Circumstances have rendered a sufficient inspection of the Circle during 1867-68 impossible.

2. From the first to the 23rd of April 1867, you officiated as Director of Public Instruction, and in addition carried on the work of the Inspectorship of this Circle; from the 24th of April to 22nd August, you returned to your substantive appointment: from the 22nd of August to the 7th of February, you again carried on the double duties of the Directorship and of this Inspectorship. From the 7th of February to the end of the year, the Office of Inspector has been filled by myself. Unavoidable circumstances, therefore, have prevented such a thorough inspection of the Circle during the year as an Annual Report should be based on. This Report has been compiled from my own notes during a flying tour of some six weeks in the Districts of Dehli, Gurgaon, Rohtuk, Kurnal, Amballa and Ludiahah; from the Deputy Inspector's notes collected during the year, and from the Returns of the paper examination of Town Schools in October 1867.

For which reason this Report is compiled from other sources than the Inspector's notes.

Schools of the Circle classified.

3. The Schools in the Circle are, (I). The Normal School, at Dehli; (II) Eight (8) Zillah Schools, at Reware, Jhujjur, Rohtuk, Bhewani, Jagadhri, Rupur, Kurnal and Simla; (III) Town Schools; (IV) Village Schools; (V) Grant-in-aid Schools; (VI) Female Schools; (VII) Indigenous Schools; (VIII) Jail Schools. I proceed to notice them in the order of their importance.

Normal school.

4. There were in all 81 Students on the Rolls of the Dehli Normal School and its branches at Jagadhri and Rohtuk at the close of 1867-68, and the daily average attendance for the year, was 64. There are 48 Hindoos and 33 Mosulmans. All learn Urdu and Persian; 24 learn the rudiments of English; and 14 Hindi. The cost of education per head is Rs. 166-7-4, of which Rs 86-14-5 fall to Government. The statistics for the previous year were as follows:—Number of Students 70, average daily attendance 65, cost of educating each man Rs. 179-2-4. Cost to Government Rs. 100-5-11: which shews that the average attendance has, during the year, fallen by (1) one, that the total cost decreased by Rs. 12-11-0, and the cost to Government diminished by Rs. 13-7-6 per head.

REPORT OF INSPECTOR, AMBALLA CIRCLE.

The following table will shew the number of successful and unsuccessful candidates during the year:—

Date of Examination.	Number of Candidates	Passed in the grades				Total No. passed.	Total No. failed.
		1st.	2nd.	3rd.	4th.		
April, 1867, ...	3	...	3	...	...	3	...
October, 1867, ...	16	...	2	6	7	15	1
Total, ...	19	..	5	6	7	18	1

Besides these (22) twenty-two men passed the Preparatory Examination satisfactorily, obtaining the usual certificates.

School-house.

The School was in February 1868, removed to a most suitable building near the College, but great inconvenience has been felt for want of suitable lodgings for the Students, as there is no fit place for the purpose on or near the premises,

The School has, during the greater portion of the year, been under the care of Lala Peyari Lal, who has performed his duties with his usual energy and success. The services of Ahsan Ali Khan, the (3rd.) third Persian Teacher, have been transferred to the Zillah School, his place, in the Normal School, remaining vacant. The other Masters have done their work well; and I propose to give the first Persian Teacher *Moulvi Nasiruddin* some increase of pay, as soon as the proposed transfer of Moulvi Ulfat Hosein, the present second Persian Teacher, to the Rewari Zillah School shall render possible a general re-adjustment of salaries in the school.

Zillah Schools.

5. The list of scholarships just awarded to students of the Zillah Schools of the Amballa Circle, with a view to their prosecuting their studies at the superior schools of Dehli and Rewari is here appended though the scholarships have been awarded for the year 1868-69, (with which this report is not concerned) yet as reward was made in accordance with the results of the examinations of 1867-68, I have purposely introduced the table, considering that from it, some notion of the relative merits of the schools may be formed.

REPORT OF INSPECTOR, AMBALLA CIRCLE.

Order of merit.	Name.	Class.	Name of School.
1	Gopi Pershad, ...	II.	Rohtuk.
2	Mehfuze Ali Khan, ...	IV.	Jhujjhur.
3	Abdul Rahman, ...	IV.	Rohtuk.
4	Shibdut Singh, ...	III.	Kurnal.
5	Mukhun Lal, ...	III.	Simla.
6	Sho Lal, ...	IV.	Jhujjhur.
7	Bishumbhur Das, ...	III.	Kurnal.
8	Kirpa Ram, ...	III.	Do.
9	Ali Buksh, ...	IV.	Rupur.
10	Lakh Raj, ...	IV.	Jagadhri.
11	Hira Lal, ...	IV.	Jhujjhur.
12	Dabi Sahai, ...	IV.	Do.

From the above it appears that the Schools of Jhujjur, Kurnal and Rohtuk are pretty nearly equal in the competition for open Scholarships, next below them come (again very nearly equal) Simla, Ropur and Jagadhri; and last of all, not appearing in the list at all is Bhewani.

Rewari Zillah School.

6. The Rewari School is so decidedly superior to any of the rest, that for the future it will become a *Superior Zillah School*, and like the Dehli Collegiate School will have a certain number of Scholarships assigned to its students instead of competing with the seven (7) inferior Zillah Schools.

This year the Scholarships have been thus awarded—

(1) Chiranji Lall, ... II. Class.

(2) Nathu Ram, ... II. Class.

(3) Nathu Ram, ... III. Class.

(4) Badri Pershad, ... IV. Class.

I shall hope to see one or two of those four in the list of successful Entrance Candidates at the Calcutta University Examination of next December: the success of Som Dutt, who passed that Examination in December 1867, will, doubtless, not only attract new boys to the School, but also instigate those already there to renewed energy and application.

General progress of Zillah Schools.

7. My predecessor, (yourself) in his Report of last year, enlarged on the very unsatisfactory position of the Zillah Schools of the Punjab, as compared with those of Bengal and other parts of India. It is unnecessary, therefore, for me to do more than point out that the Zillah Schools have generally made as much progress as was possible, considering their very low cost to Government per person educated, and the comparative disadvantages as to staff and expenditure under which they labour.

The accompanying table shews the total number on the rolls, the average attendance the total amount of fees, the average fee per head, and the average annual cost per head to Government.

Name of School.	No. on Rolls	Average attendance.	Total amount of fees in 1867-68.			Average annual fee, per boy.			Annual cost to Government, per head.		
Jhujjur, ...	156	132	173	8	..	1	1	9	15	6	2
Jagadhri, ...	112	95	116	2		1	..	7	32	7	2
Rupur, ...	104	80	31	13	...	...	4	10	21	12	7
Simla, ...	81	54	171	15	..	2	1	11	33	5	9
Rewari, ...	79	64	144	14	6	1	13	4	51	3	9
Rohtuk, ...	75	62	273	1	..	3	10	3	41	12	5
Kurnal, ...	74	51	157	5	.	2	2	...	33	9	1
Bhewani, ...	68	58	29	5	..	.	6	10	40	3	9

It appears from this table that the highest average monthly fee is five (5) annas at Rohtuk, the lowest is (7) seven pie at Bhewani, and five (5) pie at Rupur.

Zillah Schools severally.

8. I proceed to detail the progress of each School.

Jhujjur.

Jhujjur.—English, fair; Urdu, fair; Persian, fair; Mathematics, bad; History and Geography, very weak

Jagadhri.

9. *Jagadhri.*—English and Urdu, mediocre; Persian, fair; Mathematics, bad; Histroy and Geography, fair.

Rupur.

10. *Rupur.*—English and Urdu, weak; Persian, fair; Mathematics, bad; History and Geography, fair.

Simla.

11 *Simla.*—English, fair: Urdu, weak; Persian, fair; Mathematics, very bad; History and Geography, good.

Rewari.

12. *Rewari.*—English and Urdu, mediocre; Persian and Mathematics, fair; History and Geography, good.

Rohtuk.

13 *Rohtuk.*—English and Urdu, weak; Persian, fair; Mathematics, very bad; History and Geography, bad.

Kurnal.

14. *Kurnal*—English, fair; Urdu, weak; Persian, good; Mathematics, mediocre; History and Geography, fair.

15. *Bhewani.*—Bad in all.

Mathematical studies generally bad in the Zillah Schools.

It appears, therefore, that with the single exception of Rewari, the Mathematics of the Zillah Schools of this Circle is badly taught.

The new Establishments proposed by yourself, and for which sanction is expected from the 1st April 1868, will, doubtless, improve the Schools generally, not only in the Mathematics, but in all those subjects of study, for the proper tuition of which our late scale of expenditure did not allow the entertainment of competent Masters.

Average attendance in Zillah Schools, and fees.

16. I conclude this somewhat cursory Report on these most important Schools by a table exhibiting the average attendances for 1867-68 and 1866-67, in all the Schools and their branches (except Ropur which did not exist as a Zillah School in the former year.)

It will be seen that, with the exception of Jhujjur and Rohtuk, which may be said to be *in statu quo*, the average attendances have very considerably decreased; Kurnal by 45 per cent., and Bhewani by 40 per cent. of their present average attendance and even Simla (where the decrease is least of all) by 12 per cent.

In all the attendance at the Zillah Schools and their branches has fallen by an average of 14 per cent.

	Jhujjur.	Rohtuk.	Rewari.	Simla.	Jagadhri.	Kurnal.	Bhewani	TOTAL.
Average attendance for 1867-68,	223	262	283	70	352	127	99	1,426
Average attendance for 1866-67, ...	221	258	344	82	384	198	139	1,626
Difference, ...	+ 2	+ 4	—61	—12	—32	—61	—40	—200
Difference as a per centage on present average attendance, ...	...	...	22	17	9	45	40	14

Owing to the prevalence of sickness and other causes, it was impossible during the past year, to enforce the new rules for fees in most of these Schools.—W. R. M. Holroyd, Dir. P. I., P.

At the same time the fees have decreased from Rs. 1,507 to Rs. 1,066 ; *i. e.*, by 30 per cent. on their value for 1866-67.

TOWN SCHOOLS.

17. *Town Schools.*—At the close of the year there were 34 Schools of this grade (including the Dehli Branches) containing 3,700 boys, the daily average attendance was 3,223, the total expenditure was Rs 19,192-15-0 the fees amounted to Rs. 856-13-0. The average cost of educating each pupil Rs. 4-14-4 and the cost to Government 2-0-9. The Statistics for the previous year were as follows : Number of Schools 37, with 4,224 names on the rolls, and average attendance of 3,437. Total expenditure Rs. 18,579-12-9 ; Fees Rs. 687-2-6 ; average cost of educating each pupil was, 5-4-4 ; cost to Government Rs. 2-10-10 which shews that though the number of Schools and the Scholars as well as the average attendance has decreased, the cost of educating each pupil and the cost to Government have been reduced in a larger proportion. The amount of fees levied during the year is more than last year by Rs. 168-10-6.

Of the Ambala district.

18. *Town Schools Amballa District.*—At the close of last year there were ten Town Schools containing 1,149 boys with an average attendance of 907. Of these the Rupur School was raised to the grade of a II. Class Zillah School with effect from 1st July 1867, and the Radour and Kharar Schools were reduced during the course of the year under report to the Village grade. One School (at Bibyal) however was raised to the rank of a Town School, so that now there are (8) eight Schools of this description attended by 767 boys and with an average daily attendance of 662.

Fees.—The fees levied in the Schools of this description amounted to Rs. 79-15-0, which is less than last year by Rs. 46-9-0, a very considerable decrease. Endeavours should be made to raise the amount.

The boys of the first (3) three Classes were examined on paper at the Sudder Examination held in Amballa in the latter part of December last. The lower Classes were not thoroughly examined this year on account of want of time.

(*a*). *Sadhôra.*—This School is largely attended, *i. e.*, by 164 boys, (11) eleven of them belonging to the 1st, 2nd and 3rd Classes, were examined on paper, (6) six of them got very low marks; the remaining did very fairly and gained prizes to the amount varying from Rs. 2, 4, 5 to 18.

(*b*). *Bhareli* —Two boys of this School appeared at the Examination, and did well.

(*c*). *Shahabad.*—This School has not progressed during the year under Report. Out of the ten (10) boys that were examined, only one belonging to the 2nd Class got 188 marks out of 560 the maximum, the others obtaining extremely low marks.

(*d*). *Thaneysur.*—This School is getting on pretty fairly.

(*e*). *Moranda.*—Only one boy belonging to the 3rd Class, which is, the highest, came to the Examination ; he failed.

(*f*). *Mani Muzra*—This School has not at all improved during the year. None of the boys (5 in No) that appeared in the Sudder Examination, did well The conditions of a Town School are also not fulfilled here (as reported last year also) there being only (15) fifteen boys above the 6th Class.

(*g*) *Burya*—Two boys of the 3rd Class were examined, neither of them was qualified for that Class, they have been degraded to the lower Class, and the School reduced to the Village grade

(*h*). *Bibyal*—62 names are borne on the Rolls of this School, 53 is the average in attendance, 23 are above the 6th Class, and 4 belonging to the 2nd and 3rd Classes, but none presented themselves for Examination and therefore no judgment can be formed of the School's comparative success or failure

Of the Ludhiana District.

19 *Town Schools, Ludhiana District*—In the Ludhiana District there were at the close of the year 1866-67, six (6) Town Schools, containing 656 boys; the average attendance was 600, there are now seven (7) Town Schools with 750 pupils, and an average attendance of 653.

Three (3) Schools however do not come up to the proper standard; as in one, there are (17) seventeen boys, in the second, (13) thirteen, and in the third only (11) eleven boys above the 6th Class.

The amount of fees collected during the year amounted to Rs 344-9-0, which shews an increase of Rs 59, over the previous year, and is more than (4) four times what is taken in Amballa, although the number educated is the same.

Jagraon—The Jagraon School stands first in the Amballa Division, 13 boys appeared in the Sudder Examination, one of them, Nandu, was first amongst 152 boys of the Amballa and Ludhiana Districts, another stood third, and five others passed a good Examination The fees amount to about Rs 13 a month, and the School is in every respect in a flourishing state; Moulvi Mahomed, the Head Persian teacher deserves great credit.

Raikote—Almost all the boys that were present at the Examination got low marks, especially in Mathematics.

Raipur—Out of the six (6) examinees only one (1) passed a creditable Examination, the others failed.

Gujarwal—There are only 13 boys above the 6th Class in this School, and the only one of them (belonging to the 2nd Class) who appeared in the Examination, acquitted himself far from well.

Dharru—This School has made fair progress, but the number of boys above the 6th Class is only 17 instead of 20, as required

Khunna—Only 11 boys above the 6th Class, three (3) of them belonging to the Senior Classes were examined, none of them did well It should be reduced at once to the Village grade

Machhiwara—The average number of marks obtained by the boys of this School was fairly high The teacher is a competent man, and deserves great praise.

Of the Delhi District

20 *Town Schools, Delhi District*—At the close of the year 1866-67 there were six (6) Town Schools, the number of boys was 546, and the average attendance 416 The two Schools at Mahrauli and Soniput having been reduced to the Village grade, the statistics for this year are as follows :—

Number of Schools (4) four, number on rolls 389—average attendance 269. The amount of fees collected during the year amounted to Rs 59-9-0, which is less than the previous years collection by Rs 1-9-0

One of these Schools (that of Ballabgurh) does not fulfil the conditions of a Town School as there are only 15 boys above the 6th Class, and it should, therefore, be reduced to the Village grade, if it does not come up to the standard soon.

Najafgurh and Faridabad.—Both these schools have made good progress during the year; almost all the boys that joined the Sadar examination did well.

Ballabgurh.—This school's progress is good, but for the reason stated above it will probably shortly be reduced to the village grade.

Arab Saraie.—This school has made fair progress, during the year under report. Out of the six (6) examinees three (3) passed a satisfactory examination.

Of the Gurgaon District.

21. *Town Schools, Gurgaon District.*—In the Gurgaon District there were at the close of 1866-67, six (6) Town Schools with 713 names on the rolls and an average attendance of 625.

The Noh School having been reduced to the lower grade in the year under report, there are now only five (5) Town Schools; these together with their branches contain 646 boys with an average attendance of 510.

The Senior Classes were examined at the Dehli Sadar examination and the Junior Classes *vivâ voce* by Munshi Buldao Sahai, the Deputy Inspector.

The amount of fees levied in the District during the year 1866-67 was Rs. 29-11-0, while this year it is only Rs. 12-9-0.

Ferozepur Jhirka.—This is still the best Town School in the Dehli Division. Out of the 12 students that took part in the Sadar examination, one boy by name Nundkishore gained the highest place amongst the 160 students of the Dehli, Kurnal, Gurgaon, Hissar and Rohtuk districts. The lower classes also on the whole passed a fair examination. Munshi Ram Richpal deserves very considerable credit for the progress of this school, and will be promoted as soon as the arrangements can be made.

Palwul.—The boys of the first (3) three classes were examined at the Dehli Sadar examination; the average number of marks gained by them was lower than at any of the other schools, but few examinees getting prizes. The subjects in which they generally failed were Mensuration, Algebra and Arithmetic. The lower classes passed a satisfactory examination.

Of the Nagri Department five (5) boys belonging to the 2nd and 3rd classes acquitted themselves fairly. Of the four (4) Branch Schools, only one master brought his boys for examination; the pupils of the remaining three (3) branches were said to be unqualified for the annual examination. This school is largely attended.

Sonah.—All the classes of this school have made fair progress during the last year.

Farrukh Nagar.—This school has made fair progress, but the number of boys above the 6th class is only 15.

Gurgaon.—Has got on fairly.

Of the Kurnal District.

22. *Town Schools, Kurnal District.*—The number of schools this year is the same as it was last year, but the number on the rolls and the average attendance are better, there being 548 names on the rolls with an average attendance of 489, against 582, with an average attendance 448 in 1866-67.

The fees collected during the year under report amount to 65-6-0, which shews an increase of 7-11-0, over last year's amount which was 57-11-0.

Kaithal.—Seventeen (17) boys of the 1st, 2nd and 3rd classes were examined; ten (10) of them got fair marks and obtained prizes.

Pundri.—Four (4) boys of this school took part in the written examination, three (3) of them passed creditably; the present schoolmaster has evidently given great attention to his work.

Paniput.—Is getting on pretty fairly; Pundit Bunwari Lal, the Head Master is highly commended by the Local Officers, but though he is doubtless a distinguished scholar, I think he will succeed better as second English teacher in the Kurnal Zillah School to which he has been transferred than as Head Master at Panipat.

Of the Hissar District.

23. *Town Schools, Hissar District.*—In the year 1866-67, there were two (2) Town Schools in this district; both of them have been during the course of the year under report reduced to the village grade, as they did not fulfil the required conditions.

Of the Rohtuk District.

24. *Rohtuk District, Town Schools.*—In this district the number of schools is the same as in the previous year; but the names of students on the school registers last year were 316 with an average attendance of 258 while this year, they are 288 with an average attendance of 215.

Fees.—The fees realized during the year amount to 40-8-0, the same as last year.

Gohana.—This is a very good school. All the classes passed a highly satisfactory examination, generally showing themselves superior to the same three (3) classes of the Gurgaon and Kurnal districts.

Bahadurgurh.—The examination of the first three (3) classes was fair, and that of the lower classes tolerable: the number of boys above the 6th class, was at the time of examination eighteen (18) and the master was directed to promote the best boys of the 6th class to the 5th to fulfil the wanting condition.

Mahm.—This school has fallen off, and the teacher Amanut Ali has not taken sufficient pains in the discharge of his duties during the last year.

Of the Sirsa District.

25. *Town School, Sirsa District.*—There is only one Town School in this district; its rolls shew 115 names, but only an average attendance of 65; the number of boys above the 6th class is only eight (8) and there is no 3rd class at all in the school, so that two conditions are wanting to qualify it for the Town-school grade.

VILLAGE SCHOOLS GENERALLY.

26. *Village Schools.*—The total number of Village Schools in this Circle is 389, educating 11,112 children, with an average attendance for the whole year of 8,844. [Last year the number was 442 educating 12,670 with an average attendance of 10,147.] The expenditure was 46,429-11-3: from the Imperial Revenue Rs 6,379-10-10; from the one per cent cess Rs. 38,983-9-8; from private subscription 361-12; and from school fees Rs. 686-10-9, of which Rs. 358, (*i. e.*, more than half) were paid by the pupils of the Ludhianah district.

Of the Amballa District.

27. *Village Schools, Amballa District.*—The Deputy Commissioner reports as follows:—

"There were at the close of the past year 82 Village Schools, and at the close of the year under report there were 80, shewing a decrease of two (2) Village Schools. The Head-men of Villages in the District are anxious to have the number of schools increased, but are unable to move in the matter for want of Funds."

Of the Ludhiana District.

28. *Village Schools, Ludhiana District.*—The Deputy Commissioner reports, "(1) one Village School has been abolished during the year, and one (1) has been converted into a Town School. The present number is (70) seventy. These contain an aggregate of 1,631 boys.

"The total number of boys who are being educated in Government Schools in this District and the proportion of agriculturists and non-agriculturists in the Village Schools will be seen from the following comparative table for the years 1866-67 and 1867-68:—

			SCHOLARS.					
			Agriculturists.		Non-agriculturists.		TOTAL.	
	1866-67	1867-68	1866-67	1867-68	1866-67	1867-68	1866-67	1867-68
Village Schools, ...	72	70	1,301	1,187	580	444	1,881	1,631

If all candidates for appointments in the Public service are required to pass an examination in the ordinary branches of a liberal education, and exhibitions tenable at collegiate schools are founded in connection with the principal Vernacular Schools, a sufficient remedy will be provided for the evil complained of. All that seems necessary is that a small proportion of the most distinguished students be certain of service, and this is not the case at present.
W. R. M. HOLROYD, D. P. I., P.

"The above shews a decrease this year of 250 boys and if I am rightly informed as to the cause of the decrease it is one which may be expected to be more and more felt every year. The people of this country have hardly any wish to acquire knowledge for its own sake, and their only reason for sending their boys to school is the hope of obtaining Government employ for them. This can of course be obtained by only a few and some of the senior boys in our schools who have been fairly educated are now keeping shops or otherwise following their fathers' occupations. Hence they see no advantage in education and others are discouraged. This is an evil for which no remedy can be suggested, as the greater the number whom we educate the smaller the proportion for whom we can find employment.

"Of the number of boys above given 660 are Hindoos, 564 Mussulmans and 407 Seikhs.'

29.—*Village Schools, Dehli District.*—This year the number of schools is 55 educating 1,349 boys, against 58 educating 1,454 boys in 1866-67; the Deputy Commissioner reports: "It has been found necessary to reduce the schools at Soonput and Mehrowlie from the grade of Town Schools to that of Village Schools. The school at Mehrowlie, I have little hope of seeing restored to the higher grade. In fact it has for a long time past been scarcely entitled to hold its place, its numbers being swelled to a great extent by boys connected with the late Royal family of Dehli known as Salateens, who were so hopelessly idle and irregular that it was deemed best to get rid of the worst of them altogether, and the attendance was thus reduced.

"The school at Soonput I hope soon to see restored to the higher grade, as its apparently falling off seems to be in a great measure the result of some of the boys in the upper classes having, as they considered it, finished their education, left before there were others ready to take their places.

Following up the policy of your predecessor, I have during the year abolished (3) three Village Schools in which there seemed to be no prospect of success, and our total number of Village Schools is accordingly reduced to 55."

30:—*Village Schools, Gurgaon District.*—This year the number of schools is 56 educating 2,112 boys, against 54 educating 2,126 boys in 1866-67.

Of the Gurgaon District.

The Deputy Commissioner reports thus:

* Detail of Village Schools.

Tahseel	Jharsa,	10
"	Rewari,	21
"	Palwul,	8
"	Noh,	11
"	Ferozepur,	6
		56

"The *Village Schools have increased in number from 54 to 56, the two new schools have been established in the Villages of Koree and Dawana Pergunnah, Rewari.

* The daily attendance at Village Schools has decreased from 2,126
to 2,112
Difference, ... 14

Of these 14 the absence of one is accounted for by his transfer to the Dehli College; the absence of the others is unexplained.

"The daily attendance has increased in the schools of Tahseels of Noh and Jharsah as follows; in Jharsah the increase has been 21
in Noh, ... 28
"The daily attendance has decreased in the schools of the other Tahseel as follows:—
in Ferozepur the decrease has been 4
in Rewari, ... 19
in Palwul, ... 40
of the 56 Village Schools 27 are purely Hindi and in a single school is Urdu alone taught, in the rest Urdu is taught in addition to Hindi."

31.—*Village Schools, Kurnal District.*—This year the number of schools is 55 educating 1,042 boys against 55 educating 1,102 boys in 1866-67. The Deputy Commissioner reports: "There is a comparative decrease in the attendance at these schools owing to the sickness of the year; this would have been more apparent were it not for efforts made to replace absentees by new scholars; as regards tuition the condition of these schools is satisfactory."

Of the Hissar District.

32. *Village Schools, Hissar District.*—This year the number of schools is 19 educating 675 boys against 17 educating 534 boys in 1866-67. The Deputy Commissioner reports: "There is no increase in attendance at Village Schools; a slight decrease has taken place in the amount of fees, which is caused by the increased number of boys of the agriculturist class."

Of the Rohtuk District.

33. *Village Schools, Rohtuk District.*—This year the number of schools is 38 educating 1,044 boys against 41 educating 1,334 boys in 1866-67.

The Deputy Commissioner reports as follows: "I herewith subjoin a Comparative Table showing the Increase and Decrease in the number of schools, attendance of pupils and amount of fees collected in the different classes of schools during the period under review:—

	Number of Schools in existence.		Aggregate No of boys in each School.		Daily average of attendance.		Amount of fees collected during the year.					
	1866-67	1867-68	1866-67	1867-68	1866-67	1867-68	1866-67			1867-68		
Village Schools, ...	41	38	1,334	1,044	1,063	910	20	13	.	64	10	..

"From the above statement it will be seen that there has been a falling off during the year under report both in the aggregate number of scholars and in the daily average attendance in all the schools, which I attribute: firstly, to the enhanced rate of fees charged now from the children of non-agriculturists; secondly on account of deaths from cholera; thirdly owing to the reduction of (3) three Village Schools in accordance with the recommendation of the Inspector of Schools in his last year Annual Report and fourthly to some of the students having obtained employment in the Government as well as private service.

This does not seem to follow unless we assume that they set a right value on education As, however, fees to a considerable amount are successfully levied in some Districts there seems no reason why fees should not be levied to the same extent in all excepting only those Districts which are very unfavorably situated. W. R. M Holroyd, D. P. I, P.

"The fees realized in 1866-67 from the children of non-agriculturists amounted to Rs. 71-4-6 and during the year under report to Rs. 107-5-0. The people are most unwilling to pay these fees, but in my opinion payment should be rigidly insisted on. I see no reason why those who can afford to pay should not do so. If the teaching be not worth the money, they will cease to send their sons. If it be worth paying for, they will send their sons".

Of the Sirsa District.

34. *Village Schools, Sirsa District.*—There are 12 schools educating 617 boys against 12 schools educating 547 boys in 1866-67.

The Deputy Commissioner (who divides them into two classes, model Tuhsili Vernacular Schools and Village Schools) reports as follows:—

Model Tuhsili Vernacular Schools.—Of the three schools, that at Sirsa had 115 boys on the register on 31st March 1868, of which (73) seventy three studied Urdoo and 42 Nagri; the average monthly attendance was 85. The highest class in Urdoo is the 4th and that in Nagri the 3rd.

"The Fazilka School register had 78 boys on the last day of the year; of these, 29 studied Urdu and 49 Nagri, and the average monthly attendance 52 in both Departments The books studied were those of the 5th class in the Urdu Department and of the 3rd class in the Nagri.

The attendance at the Roree School was 66 boys on 31st March 1868, and monthly average attendance was 51. As the other two schools this also has two Departments, Urdu and Nagri. The Urdu had (8) eight boys and the 5th class is the highest; in the Nagri there were 58 boys and 2nd is its highest class.

"The outlay on tuition of these schools was Rs. 1,229-4-2, of which 876 Rs. were borne by Government from the Imperial Revenue, and Rs. 353-4-2 defrayed from the Educational Cess Fund and fees realized from the boys. The total number of boys that received education in these schools was 259, and calculating the total expenditure on them, gives Rs. 4-12-0 per scholar.

"*Village Schools.*—There are ten of these schools in this District. Those at Ellenabad, Raneen, Husta, and Ubohur are the best of their kind; the others at Jamal, Jodka, Dubwalli, Sohowala, Mohomedpeera, and Saranwa are petty schools.

At all either Urdu or Nagri is taught, but at Raneea both. The number of boys on the 31st March 1868 was 473, of which 192 studied Urdu and 281 Nagri. The monthly average attendance was 372. Rs. 1,017-12-7, was the outlay on these schools; from the Educational Fund 945-2-7, fees from boys of non-agriculturists Rs. 43-10-0, and Rs. 29 from private donations; spreading this expenditure on the number of boys, the result is Rs. 2-11-9 per scholar in attendance."

Of the Simla District.

35.—*Village Schools, Simla District.*—This year the number of schools is (3) three educating 104 boys against (3) three educating 106 boys in 1866-67.

The Deputy Commissioner reports thus; "It appears that there has neither been increase nor decrease in the number under instruction in the past year, for though at Kalka and Kotekhail there was a slight falling off, the account was squared by an increase at Kukkur Huttee. I hear that when cholera was prevalent last summer the boys withdrew from the schools and it was long before they returned again in their former numbers, and this reason alone would be sufficient to account for no progress having been made during the year."

AIDED SCHOOLS.
ELEMENTARY ENGLISH SCHOOLS.

36.—*Grant-in-aid Schools.*—There are 20 Elementary English Schools, educating 909 boys (excluding the two (2) Grant-in-aid Schools of Lallas Vazeer Singh and Isri Pershad in Delhi:) last year there were (19) nineteen educating 916 boys.

Of the Amballa District.

37. In the Amballa district there are three schools with an average attendance of 134; of these I inspected two. The English reading and dictation of the ten (10) boys of the 5th and 6th classes of the Booriya school whom I examined was very fair.

Mani Mazra School is hardly progressing so well.

O'mla School.

Of the O'mla School, the Deputy Commissioner reports "a Grant-in-aid of Rs. 39, was received from Government from 1st June 1867, on account of the school established in the city by the O'mlas, this has now been increased to Rs. 80 per month, which was sanctioned from 1st April last. This school is now attended by 62 boys showing an increase of (10) ten in the attendance last year; the principal supporters of this school are Sheristadars, Ajoodhya Pershad, and Kalka Pershad."

Of the Dehli District.

38. In the Dehli district also there are three schools with an average attendance of 107, they are all progressing moderately.

Of the Gurgaon District.

39. In the Gurgaon district there are six (6) schools with an average attendance of 221.

The head classes of the Cantonment school of Gurgaon were examined by myself in your company: we agreed that it was progressing respectably but required a better disciplinarian than the Officiating Head Master, our notes on that occasion describe the Geography of the two highest classes 1st and 4th as *disgraceful*, and the reading especially as regard pronunciation as *bad*: we agreed also that the 2nd division of the 4th class was hardly fit to be called 5th class and degraded it accordingly. The Deputy Commissioner at my suggestion has appointed a man who will I think bring up the school to its proper standard.

The other schools are reported to be working fairly.

Of the Kurnal District

In the Kurnal district, the Deputy Commissioner reports "the remarks made last year regarding the Grant-in-aid Elementary English Schools at Panceput and Kythul again apply, they are both well conducted efficient institutions, the Paniput School is the more recently opened but it has been very well managed by Pundit Bunwari Dass who has brought it up to the standard of the Kythul School. The boys at the latter are perhaps a little defective in their pronunciation, this defect however is to be found in most English Schools in which there are not European masters, there is a comparative increase of attendance of pupils at both of these institutions" My own inspection, however, of the Panceput School did not allow me to entirely concur with the opinion above quoted.

Schools of Kythul and Paniput.

The result of the General Examination of this school shew as follows: For the Kythu School the General Examination returns are as follows, English, Mediocre; Urdu, fair; Persian good, Mathematics, bad, History and Geography fair.

Of the Hissar District

40 In the Hissar district there are (2) two schools Hansi and Hissar with an average attendance of 59 boys, the progress of the former is fair but the latter is not doing so well; this the Deputy Commissioner attributes to the inefficiency of the English Teacher.

Of the Rohtuk District.

Gohana School.

Bahadurgurh School.

41. The Rohtuk district contains three schools with an average attendance of 87. My notes speak of the English reading and dictation at the Gohan School as very good, and of the copy-writing as clean and careful. At Bahadurgurh I found the English reading and Geography good, and Dictation and Arithmetic mediocre.

Of the Sirsa District.

42. The single school of Sirsa with an average attendance of 39 is very highly placed in the General Examination.

Sirsa School.

English, good, Urdu, fair, Persian, very good; Mathematics, fair; History and Geography, very good.

AIDED MISSION SCHOOLS.

S Stephen's College Dehli.

43 The Aided Mission Schools are of Amballa, Ludhiana, Dehli, and Kotegurh I, have seen all these except that of Dehli. with regard to it the returns of the General Examination shew, English, bad; Urdu, fair; Persian, good; Mathematics, bad; History and Geography mediocre.

S P. G. Female Normal School Dehli.

44. This, which I examined in company with yourself in March, is divided in to (3) three sections. Musalmani, Hindu and Bengali.

Musalmani Normal School.

In the Musalmani School 15 were present; penmanship and dictation were very good indeed, notation correctly written by (3) three out of (4) four, a compound division sum was correctly worked by (3) three; (3) three read a book, unseen before, extremely well and one moderately; the Geography of Asia and India was very well known. Some questions in Grammar were answered with prompt intelligence.

Hindu Normal School.

In the Hindu Normal School, though the two first girls were absent, a very good dictation was written by all but two. Mental Arithmetic on the four simple rules was generally good, though that on slates was very weak; examples in notation too were but indifferently written; the Geography of Europe was fairly known by two.

Bengali School.

The Bengali School instructs ten or twelve little children

Chalon ka Kucha Grant-in-aid School.

The S. P. G. Mission manages also a Female Grand-in-aid School in the Chalonka Kuncha: 33 girls attend, of whom 4 read Tashil-ul-talim very fairly the rest are beginners, receiving object lessons and learning by heart Urdu rhymes, Cost to Government Rs. 20 per mensem

45 *The Ludhiana Mission School*—consists of one Central School and three Branches · the Branches teach English up to the second book and the Gulistan and Bostan in Persian · the Branches cost Government Rs 25 per mensem, and the Central School Rs 175

Ludhiana

In the Central School I found 241 present out of a roll of 261; the first class boys were examined orally by myself in English, and were found quite up to the standard of the first classes of the Zilllah Schools of the Amballa Circle

Central School

The General Examination returns show as follows —English, Urdu and Persian mediocre, Mathematics bad, History very good

1st Branch.

In the first Branch I found 70 present out of 86 of these *all* are taught Hindustani in the Persian character, 50 learn English and 11 Persian In the first class, the 2nd English book was well read by 3 boys they spelt well also, 4 or 5 read and explained Gulistan well In the second class a few read and spelt from the first English book pretty fairly, six boys also read an abridged 'Genesis' (in Hindustani) fairly.

2nd Branch.

In the second Branch I found 135 present out of 161 on the rolls; all learn Hindi, and 105 Urdu and English besides the school has been established (11) eleven months, and tuition by the Persian character has obtained for 6 One boy read Urdu fairly, but had been taught before he entered the school; a few could make out words of three letters. Three or four could read the first few pages of the first English book

The first 4 rules of Arithmetic are taught in Hindi.

3rd Branch.

The third Branch School has been lately established on the same plan as the others. 25 names are on the rolls.

Female Orphanage, Ludhiana.

46 I append the notes I made on my visit to the Female Orphanage at the end of March 1868.

"I have today visited the Ludhiana Female Orphanage and though some of the best scholars were absent, measles having made its appearance in the school, the examination was generally most satisfactory

"The 1st class read the Madras fourth book well, and decipherd passages unseen before, fluently and clearly, they also explained in Hindustani very creditably they read a passage of moderately difficult Hindustani, unseen before, very well, and the text book from which they had been taught also very well —they also solved a moderately difficult sum in the compound division of money their answers in Geography were weak, but the introduction of the English text-book at present in use will soon make them more proficient, their notation also requires some little extra labour

"The second class read the sequel to the third book of the Madras series well, and some Old Testament History in Urdu fluently —they solved the same sum as the first class.

"The 3rd class was not examined English and Urdu Grammar are both also taught and the English language is the vehicle for teaching Arithmetic and Geography, this appears to me a most judicious arrangement as it familiarizes the girls with English, and allows the use of far better text-books than at present exist in Urdu on the other hand such of the girls as may have to teach in after life should be, I think, accustomed to the technical terms of their Vernacular.

"The discipline of the school is most excellent, perfect silence is maintained during the examination, and I do not think many European or American Schools could show a more modest, neat or respectful set of girls than this of Loodhiana Vocal music is taught by the Revd Mr. Bergen, by a sort of sol-fa system the girls answered some rudimentary musical questions very well indeed, and afterwards sang about a dozen songs of all sorts, concluding with a very good rendering in Urdu of "God save the Queen" Some of the girls also work very neatly different kinds of fancy work in wool and cotton the specimens of wool-work and crochet seemed to me to be most excellent Nevertheless though so much taste for more refined accomplishments is displayed in the Orphanage, it must be added that the girls also learn all that is needed for good house-wifery. All the domestic work with the single exception of

water-bearing is performed by the Orphans; and the dormitories and such other rooms as I inspected shewed that the necessity of neatness and cleanliness has been carefully explained to the pupils. A garden, also cultivated by the girls themselves, was, (as I think a girl's garden should be) full of flowers, and neatly divided into beds by narrow walks. I have certainly not experienced half so much pleasure from any visit of inspection this half year as from this to the Loodhiana Female Orphanage.

Forty two (42) girls of the average age of twelve (12), *i. e.*, from seven (7) till seventeen (17) are educated.

Amballa Mission School.

47. *The Amballa Mission School.*—I visited this school and found seventy (70) present out of one hundred and four (104): the entrance class (which I examined in their English Course,) ought to do creditably in the next University Examination, if the boys work hard and practise the English language in writing and conversation. The 2nd class seemed to be of boys on an average younger than those of a 2nd class should be, considering the University qualification of age for the Matriculation Examination.

Central School.

A Sanscrit Department has just been established, in which (4) four of the upper-school boys and twelve (12) from the outside study that language, it seems to me that this is a most excellent addition to the school. An Arabic class also exists. The General Examination shows English mediocre; Urdu and Persian bad; Mathematics, very bad; Geography and History, fair.

Branches.

I visited also the four Branch Schools which act as feeders to the Central School, the boys getting enough English, Persian, &c., in the Branch Schools to fit them for the 6th class of the Central School.

In the first Branch I found ninety seven (97) present out of (123) one hundred and twenty three; in the second, (55) fifty five out of (70) seventy. On the roll of the third are (32) thirty two names, the fourth has an average attendance of (50) fifty.

In the first Branch (66) sixty six read Pesian (57) fifty seven Nagri; (25) twenty five English in addition. The English first and second books were well read and explained by a majority of the English Pupils. In the second Branch Arithmetic up to fractions was fairly worked and the Geography of India pretty well known in the first two classes. A piece of Urdu Dictation was well spelt and fairly written.

The 3rd Branch was dismissed before I arrived.

The 4th Branch a very Elementary School for Chamars, has been established (8) eight months.

Amballa Mission Female Schools.

I saw also (3) three Female Schools; first Kalal Majari short established (6) six months ago. A visiting mistress teaches religion, and encourages sewing. A master besides does the secular teaching, and appears to be really doing something. The average attendance (31) thirty one.

The 2nd school established (5) five months has an average of (13) thirteen: the (3) three best were said to be absent, one very little girl could name any letter written and spelt out of words of (2) two letters.

The third Paka Bag, school established (9) nine months has an average attendance of (16) sixteen; one girl read well by heart and could spell out a sentence unseen before.

Kotghar.

46. *The Kotghar Mission Schools.* Of the schools connected with the Kotghar Mission, I have seen that of

Kotghar; 21 boys present out of 28 on the rolls.

Dalash,	15	...	20
Pamlai,	10	...	18
Shawat,	15	...	15
Thatala,	7	...	11
Manksu,	9	...	11

There are also schools at Junjhera and Gohan each with an average attendance of 16. At Rampur, Khari, Dalan, Bati and Bhali the schools have been temporarily closed for want of teachers but will presently be re-opened: these last educated some 70 children. The Revd. Mr. Rebsch enforces the following rules with regard to his schools:—

Every school shall be open only so long as the average attendances is above 12; the villagers shall find a house for the master and a school room rent free; masters shall be old pupils of the Kotghar School, and shall begin as monitors on Rs two (2) or Rs (3) three per mensem, rising to Rs (5) five, if only a knowledge of Hindi be attained, but to Rs. (7) seven and Rs. (8) eight, if Urdu and a little English be added.

The subjects of study in the schools of Kotghar and Dalash are, reading Hindi and Urdu (the Gospels being made the text book,) History of India, Geography of the Punjab and Arithmetic written and mental.

The result of my inspection is as follows: (8) eight from Kotghar read the lithographed Gospel of S., Mathew very well and explained it: the Dalash boys were only beginners (still reading printed type only.) A piece of Dictation was written very fairly in Urdu by (5) five boys, and in Hindi neatly and accurately by the generality Two monitors solved a moderately difficult sum in the Multiplication of fractions, and the Mental Arithmetic (in the first four rules) was very correct and brisk. The other schools were of a somewhat lower standard in reading but otherwise the same.

There is also a girls school at Kotghar teaching some 15 or 20 girls, but owing to some cause or other they were not collected on the date of my visit I saw, however, some very creditably knitted stockings, and heard two very little girls read a few verses from a Hindi Testament very well.

Sanawur School.

47. *The Sanawur School*—This school set on foot by the Principal of the Lawrence Military Asylum for the instruction of the children of the natives employed in and about the Asylum is not going on as well as it should be considering the anxiety of the Principal and the pay of the master.

The average attendance is only 20. My notes speak of the 5th class as *bad* in all but Persian, the 6th class as bad in every thing; of the 7th, 8th and 9th class as badly taught The head master has been warned by the Principal (at my suggestion) that unless a very great improvement soon appears in the school he will be superseded.

The Principal has added to the present boys'-school an Adult's night-school, it has not been at work long enough for me to report upon it.

Female Schools.

48. *Female Schools.*—The following table shews the numbers of schools and pupils for this year and last:—

1866-67			Average attendance.	1867-68			Average attendance.
Number of				Number of			
District.	Schools.	Pupils.		*District.*	Schools.	Pupils.	
Amballa, ...	19	348	306	Amballa, ...	18	335	299
Ludhiana, ...	15	285	271	Ludhiana, ...	14	255	224
Dehli, ...	16	252	191	Dehli, ...	16	255	197
Gurgaon, .	33	648	526	Gurgaon, ...	23	414	353
Kurnal, ...	15	200	192	Kurnal, ...	15	229	212
Hissar, ...	4	72	56	Hissar, ...	4	44	31
Rohtuk, ...	8	147	121	Rohtuk, ..	7	124	101
Sirsa, ...	3	115	95	Sirsa, ...	3	146	108

There has been, therefore, a considerable reduction in the number of Female Schools. At the close of the year under report there were 100 schools teaching 1,802 girls with an average attendance 1,552 25 ; whereas at the end of the previous year there were 113 schools teaching 2,067 with an average attendance of 1,758 girls. There is then a difference of (13) thirteen schools 265 pupils and average attendance 233.

Female Schools of Ludhiana.

The Deputy Commissioners with the exception of Major Parsons of Kurnal, report most unfavorably of the Female Schools in their districts The Deputy Commissioner of Ludhiana writes " the girls schools here as elsewhere are in a most unsatisfactory condition " and my own inspection of (4) four schools in that district compels me to agree with him.

Of Dehli.

The Deputy Commissioner of Dehli writes that except at Baldbgurh he does not think much progress has been made. My own inspection (in company with yourself) of the schools comfirmed this view ; we found the Batasonke Gali School, the late Rajah Debi Singh's School, Lala Sahib Singh's Female School and the Gali Badul Beg Khan School all in a most disgraceful condition. The Mohurrir has evidently neglected these schools most shamefully as none of the instructions given him by the late Major Fuller, Mr Hutton or yourself have been in the slightest degree attended to: his account of the expenditure at the different schools was vague and unsatisfactory, and he stated that the money was handed over month by month in full to the Patron of each school for distribution. The Pundits of the late Rajah Dabi Singh and Lala Sahib Singh's Schools both failed to write *in word* 5,01,005 and 51,235, and the former could not write a very easy dictation. On the other hand Nawab Ahmud Ali Khan's Female School is progressing very satisfactorily. The Mistress is evidently a most accomplished woman and in love with the work of teaching. Of her (20) twenty pupils the first, Anwar Sultan, read a book unseen before very well, the second Kaniz Aga well and fluently, the third Akhtur Sultan, the fourth Razia Begum and the fifth Wahidan Begum read fairly : they all understood notation (a branch of Arithmetic which I found weak even in the Lawrence Asylum and the Female Orphanage at Ludhiana) ; and two girls solved a compound multiplication sum correctly. You agreed with me that the mistress deserved promotion and the assistance of a qualified teacher.

Mirza Elihi Bux's Female School at Nizamuldin educating some 30 girls is progressing fairly : the mistress seems to have attended to her work, but the Moharrir has neglected to carry out the instructions of the Director and Inspector.

The Deputy Commissioner of Rohtuk reports the Bahadurghar School as closed : this was a good school, in fact was mentioned in last year's report as the best in the district

Indigenous Schools.

49. *Indigenous Schools.*—There are altogether 482 Indigenous Schools with an average attendace of 7,162. I have seen but one, that at Jhujjur conducted by Moulvi Mohomed Ibrahim. The pupils were better Persian scholars than I have found in any school in the Circle One of the best scholars, Gunga Ram, is reading the English Primer by himself. The master deserves great credit, and that all the more as he is blind. The usual Statement of Indigenous Schools compiled from the statistics furnished by the District officers is annexed.

Jail Schools.

50. *Jail Schools.*—There are (6) six Jail Schools ; viz, of Ludhiana, Amballa, Dehli, Rohtuk, Hissar and Sirsa.

The Jail School of Ludhiana.

Of Ludhiana, the Deputy Commissioner reports : " The number of prisoners in the Jail of this District varies from 150 to 200. There are at present (40) forty, students in the Jail School. There is no regular teacher, they are instructed by a Burkundaz who receives a small Exrta allowance for his trouble."

Of Amballa.

Of Amballa the returns shew, that 280 prisoners are under instruction (11) eleven in the 6th class (22) twenty two in the 7th and 247 in the 8th.

Of Dehli.

Of Dehli my own notes are as follows : I examined the school to-day : out of 285 prisoners 133 are under instruction (63) sixty three learning Urdu and (70) seventy Nagri (2) two read Khati Taqdir well, and (1) one Punjab Singh fairly. The teacher's pay appears small, Rs. (6) six and hi

monitors (two) unequal to the work of teaching so great a number in so short a time (one hour a day) this sufficiently accounts for the fact that with the exception of the (3) three men above named, and three others who were able to read Balopdesh (Nagri) all were mere beginners, and more than half only knew the Alphabet by rote and could not tell the name of any given letter

Of Rohtuk

Of Rohtuk also my own notes are as follows I visited the school and examined it; finding (80) eighty names on the rolls, about (30) thirty reading Urdu and the rest Nagri · of these (54) fifty four presented themselves for examination Five could read Urdu, and five Nagri, the rest being still at the Alphabet The Urdu Alphabet is not well taught, most of the men are unable to name a single letter, though they can go through the Alphabet accurately · a few men could write short Nagri words The Monitor Mohomed Hoosain wrote correctly from dictation

Of Hissar.

Of Hissar the returns shew that (62) sixty two prisoners are under instruction, (12) twelve in the 4th class (22) twenty two in the 5th, (7) seven in the 7th and (31) thirty one in the 8th

Of Sirsa

Of Sirsa, the Deputy Commissioner reports "The progress of education of prisoners appears favorable; at least it has not apparently lost the reputation of being the best in the circle as reported upon by the late Inspector Mr Hutton during his tour of inspection in January 1867 125 prisoners attended the school at the close of the year, (22) twenty two studied Nagri, and (103) one hundred three Urdu

51 In conclusion I beg to acknowledge (for myself and more especially for yourself who filled the Office of Inspector for so great a part of the year under report) the courteous assistance of the Local Officers and the attention they have bestowed on all matters with which they have been troubled from this Office I have also to express my unqualified commendation of the services of my Deputy Inspector Lala Buldeo Sahai His ability and activity fully deserve the same praise for the past year as has been accorded by my two predecessors in previous reports the value of his services has been acknowledged by an increase of Rs (40) forty per mensem in his salary I do not think fit, owing to the shortness of my incumbency, to discuss the comparative capacities and energies of the several school Mohurrirs it is sufficient to point out on this occasion that every Local Officer is satisfied with the qualification and work of his own subordinate further observation of the efforts and successes of those Officers will enable me in a future report to lay before you a reliable comparison of their merits next year, also, I shall rigidly report on the relative zeal, liberality and attention of the different Local Committees of Public Instruction in the Circle The same reason, viz, the recency of my appointment to this Office, has prevented my adding any general remarks to this report I have not thought it desirable to burden it with criticisms and suggestions which greater experience may subsequently induce me to modify

The Deputy Inspector.

The School Mohurrirs

Not received 22nd June 1868

52 I forward separately a list of native gentlemen whose exertions in the cause of education deserve commendation.

I have the honor to be,

Sir,

Your most Obedient Servant,

E. WILLMOT, *Inspector of Schools,*

Amballa Circle

LAHORE CIRCLE.

No. $\frac{74}{134}$

FROM

C. W. W. ALEXANDER, ESQUIRE, B. A.,

Inspector of Schools, Lahore Circle.

To

CAPTAIN W. R. M. HOLROYD,

Director of Public Instruction, Panjab.

Dated 4th *July*, 1868.

SIR,

I have the honor to furnish my Annual Report on the Schools of the Lahore Circle for the year ending 31st March 1868.

Transfer of Pergunnah Ruyah to Rawulpindee Circle.

2. The extent of the Circle and the number of Schools in it have been diminished by the transfer of the Ruyah Pergunnah from the Amritsar to the Sealkote district, and consequently from this to the Rawulpindee Circle. This reduced the area of the Circle by about 480 square miles, and the number of Schools by one Aided and about 25 Village Schools.

Inspector's movements.

3. During the hot season I made a lengthened tour in the Kangra district and inspected nearly all the Schools therein, including some which had never before been visited by any Officer of the Educational Department In the cold weather I marched through the other districts as far as time and other duties permitted, but such is the extent of the Circle that, though I lost no time and frequently made long and rapid marches, about half of the Hooshiarpore and Mooltan and the whole of the Jullundhur districts remained without inspection. Altogether I examined 20 Town, 388 Village, and 23 Female Schools, besides of course holding the regular inspections of the Zillah Normal and Aided Schools, and the Schools in the Jails.

Deputy Inspector's work.

4. Moulvee Karim-ul-din, my Deputy Inspector, has been actively engaged on tour during the whole year except when he took one month's privilege leave in August and September. He is a most valuable assistant, giving his whole energies to his duties and devoting his leisure hours to literary pursuits which have often done good service to the department. I am happy to say that it has been found practicable to give him a slight increase of pay, which his long and valuable services have amply deserved.

Seat in Durbar should be given to Deputy Inspectors.

I shall bring this matter to notice when submitting proposals for the improvement of the subordinate staff of Inspecting Officers. D. P. I, P.

5. The position of Deputy Inspectors would be much improved and their influence very much extended with all classes of native society, if they were allowed seats in the Lieutenant Governor's Durbar, as is done in the North Western Provinces. There the Deputy Inspectors are men of the same class as ours, and they have charge of one district only, whereas in the Panjab their work extends over the whole Circle. There seems then to be no valid reason why a distinction accorded to the same class of men in the North Western Provinces should be withheld from them in the Panjab though there can be no doubt that their usefulness would be enormously increased if the social status to which their education and salary entitles them, were definitel recognized by Government.

Educational Durbar.

6. A very successful Educational Durbar was held at Lahore in March. About a week before it the boys of the higher classes of all the Town Schools in the Circle to the number of about 100 were assembled in Lahore and examined carefully, both by written papers and *viva voce*, in all branches of their study. At the same time the Hooshiarpore, Mooltan and Amritsar Schools sent their elevens to play cricket matches against each other, in which the Mooltanees achieved the most brilliant success. The prizes for the above contests were distributed by His Honor the Lieutenant Governor at the Durbar, which was followed by athletic sports in which boys from all parts of the country eagerly took part. A very successful Durbar on a small scale also took place at Hooshiarpore under the care of Mr Perkins, the Deputy Commissioner; to which I shall allude again. There can be no doubt that these gatherings are most effectual in stimulating both native officials and the people at large to display an active interest in education, as well as in encouraging the efforts of the teachers and pupils.

General Statistics 1. No. of Schools.

7. The annual returns shew that the whole number of Schools in the Circle has diminished during the year by 183, that is from 1,311 to 1,128. Of Government Schools the decrease has been only 39, and the reduction is due partly to the transfer of the Ruyah Pergunnah to the Rawulpindee Circle as already stated, and partly to the closing of several of the inferior Village Schools, the money spent on which it was found, would be far more advantageously expended in improving the Schools of larger and more flourishing Villages. The chief reduction has taken place in the number of Aided Schools, and principally among Female Schools, of which no fewer than 169 have been closed during the year for reasons that will be given hereafter.

2. Attendance.

8. The number of students has diminished in proportion to the number of Schools, and the whole number under education at the end of the year was 41,948, against 46,551, in the previous year. The number of pupils in Government Schools was 35,315, and in private Schools 9,709, the average daily attendance in the former having been 28,585, or 87·4, per cent., and in the latter 8,544, or 88 per cent. Of the total number of pupils 2,482, are adults under instruction in the Jails and Normal Schools, and 8,452 are girls, and 31,492, are boys. The number of English Students at the end of the year was 6,522, which shews a slight increase: but this has taken place entirely in the Aided Schools, as the number in Government Schools has slightly declined.

3. Fees.

9. The fee collections amounted only to Rs. 13,052 or about Rs. 254 less than in the previous year. This is only a reasonable consequence of the diminution in the numbers of the Schools and pupils, but it is worthy of notice that the decrease is only in the Aided Schools in which the collections were less than in the former year by Rs. 1,405. In the Government Schools though the number of pupils has fallen by 2,600, the fees have increased by nearly Rs. 1,200.

10. Beside the Schools, the statistics of which are given above, there is a large number of Indigenous Schools some of which receive assistance from the State. Of these I will write hereafter; at present I will proceed to give details concerning each class of Schools taking them in the order of the tabular returns.

New mode of classification of Zillah Schools.

11. The Zillah School returns have been prepared in a different manner from former years. The Branch Schools though supported in a great measure from Zillah School Funds are now separated from them and entered in the schedule of Lower Class Schools; and the Zillah Schools themselves are divided into two classes, called Higher and Middle, those only being entered in the former that passed one or more students at the last Entrance Examination of the Calcutta University. These changes were made to avoid a charge brought against the Panjab Schools by Mr. Monteath, that though we returned a large number of Schools as educating up to the University Matriculation Standard, and represented a very large number of boys as attending them, yet very few of these Schools actually taught up to the supposed standard and the great majority of the boys were receiving a most elementary education. This charge was to some extent true, inasmuch as several of the Zillah Schools were and are quite unable to teach up to the Matriculation Standard, and quite half of the boys belonged to the Branch Schools in which only the most elementary instruction was given. The former manner of preparing the returns was thus calculated to give a false impression of the real status of the Schools and some change was necessary.

This is true but must be attributed to the fact that the funds allowed by Government were not sufficient to afford a good education to such large numbers. The Branch Schools moreover being of recent date the instruction was necessarily elementary but this would have been equally the case had a large increase of numbers taken place in the Main Schools themselves. —W. R. M. Holroyd, D. P. I., P.

I do not think that the returns were calculated to give a false impression, as they were always accompanied by a Statement showing, the number of students in each class.—W. R. M. Holroyd, D. P. I., P.

Defects of the new system.

12. But the present mode of classification of the Zillah Schools is nearly as delusive as the former one, and has the additional disadvantage that besides giving a false view of the status of some of the Schools, it has a tendency to lead Headmasters to endeavor to keep their Schools in the higher grade by forcing one or two boys up to the Matriculation Examination to the detriment of the rest of the School. To illustrate the manner in which the rule works, I may point to the Schools of Mooltan and Hooshiarpore both of which are entered in the lower grade. The former passed three boys most successfully at the Matriculation Examination of December 1866; a large number of its pupils then left for employment or other reasons, and it was left with the 3rd for its Highest class. Its staff of teachers, however, remained precisely the same as before and the quality of the education given in it was the same, but because none of its pupils passed the Entrance Examination in 1867, it has been placed in the lower grade. At Hooshiarpore all the classes from the 1st to the 10th are complete, the staff of masters is efficient and the quality of the education is good. In every respect it is fit to be classed in the higher grade, though the present rule consigns it to the lower one. I have already reported at length on this subject and I believe it is intended to introduce a sounder plan next year.

This matter will it is hoped be finally disposed of in a very short time.—W. R. M. Holroyd, D. P. I., P.

Another change in preparation of returns.

13. Another change in the preparation of the Zillah School returns, as well as in the returns of all other Schools, has been introduced by order of the Supreme Government in order to assimilate the statements to those of other Provinces. This is the introduction of a new column shewing the average number of pupils entered on the rolls during the whole year, and the calculation of the cost of education with reference to this number, instead of, as formerly, to the average number of boys attending daily. These changes render it impossible to make any satisfactory comparison of the returns for the two years.

General Progress of Zillah School.

14. The Zillah Schools have made steady progress during the year. In all except Rahoon the number of boys has considerably increased, and the average daily attendance improved. The Lahore and Amritsar Schools alone sent up candidates to the Entrance Examination of the Calcutta University, the results of which are shewn in the annexed statement:—

Name of School.	No. who passed in			No. who failed.
	1st Division.	2nd Division	3rd Division.	
Lahore, ...	...	2	2	6
Amritsar, ...	...	1	2	3
Total, ...	...	3	4	9

Two of the boys who passed at Amritsar received their education up to about 10 months before the Examination at the Ferozepore School, which should obtain some of the credit of their success. The Lahore, Amritsar and Hooshiarpore Schools have now got a first class preparing for the Entrance Examination in December next; Mooltan and Buttala have each a second class; Ferozepore a 3rd, and Rahoon and Noorpore a 4th, as the highest. The usual written and oral examinations of Zillah Schools, have been held with creditable results, and all the classes have been promoted during the year.

Athletic sports.

15. Athletic sports, and especially cricket, have been pursued with great ardour in most of the Schools, and have been commenced in all. At Amritsar I erected a simple gymnastic apparatus, which the boys use regularly and appear to enjoy. A similar apparatus might with advantage be put up near all Zillah Schools. During the Durbar week in Lahore, a number of cricket matches were played between the boys of the Lahore, Amritsar, Hooshiarpore and Mooltan Schools, an abstract of the results of which I append to this report; and a match was played at Amritsar between the

It would be a very good plan.—W. R. M. Holroyd, D. P. I., P.

Hooshiarpore Government School boys, and the boys of the Amritsar Mission School in which the latter suffered a signal defeat. Many of the boys play really very well, and with more practice some of the elevens will become formidable opponents even for Europeans. The value of these games and friendly contests is very great, encouraging as they do a spirit of fair play, mutual forbearance and good humor, in which I regret to say many of our boys have shewn themselves very deficient.

School libraries.

16. In all the Schools are small libraries containing some useful books of reference and a few works of fiction, history and travel. "The Illustrated London News" and some vernacular papers are also supplied to most, if not all, of the Schools. These are eagerly read both by the masters and senior pupils, but I fear the books are not in such great request, though some of the Headmasters report that their senior boys are in the habit of taking out and reading books of tales and travels. This is a habit that should be encouraged as much as possible, and it would be well if a larger stock of books were supplied to all the Schools and added to from time to time.

Arrangements will be made during the year to supply a good library of suitable standard works to all first class Zillah Schools.— W. R. M. HOLROYD, D. P. I., P.

School buildings.

17. The alterations to the Ferozepore School-house have been carried out by Mr. Knox, the Deputy Commissioner, in an incredibly short time, but in a most substantial manner, and the accommodation is now ample for all the requirements of the School. Mr. Knox has also much improved and ornamented the exterior of the building, and has surrounded the compound by a handsome pillar and chain fence. At Noorpore the alterations have also been commenced and will very shortly be completed. The only Zillah School now in this Circle, which requires a new building is the one at Hooshiarpore, the present School-house of which place though sufficiently large to accommodate the pupils is in a dangerous state of disrepair. It was not originally carefully built, and its present condition is due to this circumstance and not to any neglect of repairs, as large sums have at different times been spent on it. The Headmaster writes of its condition as follows:

"Several of the beams, instead of supporting the roof are in a way being supported "by it. They are eaten through with white ants. The exterior wall is cracked in two or "three places and is leaning inwards. The new arch in the centre of the long room is cracked. "Whenever we have a fall of rain the water comes down through the centre of the wall "and bursts out through the plaster. In short I am of opinion "that the School may fall in at any moment and should it do "so when the boys are assembled, there must necessarily be "some loss of life." It would be a waste of money to attempt any further repairs to the building; I will therefore endeavor to arrange a plan for providing a new School-house. The other School buildings are all in good order and I have endeavored to improve their external appearance by planting out and cultivating the compounds and inducing the people to take an interest in attending to them.

The Inspector has been requested to take measures to guard against immediate danger pending the erection of a new building.— W. R. M. HOLROYD, D. P. I., P.

Lahore School.

18. The Lahore and Amritsar Schools alone are entered amongst the higher class of Schools. As the former will be reported on by the Principal of the College, I will confine my remarks to the Amritsar School only.

Amritsar School. Causes tending to depress the School.

19. The Amritsar School has continued during the year under the able charge of Mr. Lindsay who, however, I regret to say has suffered frequently during the year from the sickness that has been so prevalent in the place. The School has also suffered much from the same cause; several of the pupils died from cholera and fever, and so great was the anxiety felt lest the congregation of a large number of boys might produce infection, that the School was obliged to be closed for several weeks. In the town no fewer than 8,000 persons are said to have died from fever within a few months, and the depression caused by this great mortality has scarcely yet worn off. It is only natural to expect that this general depression should produce an effect on the attendance of the School; but I am happy to say that though it has checked any increase in the number of boys it has not occasioned any actual diminution. In fact the number of boys in the School at the end of the year was 184 or 9 more than at the end of the previous year. Another cause also has tended to check the increase of the attendance which is the fact that while in the Government School the minimum fee in the lowest classes has been raised to 8 annas a month with an Entrance donation of Rs. 2, in the Mission School, which the exertions of its present Manager and his predecessor have improved so much

as to make it a much more formidable rival than formerly, the maximum fee is still only 2 annas even for the highest class. Under these circumstanecs I think it is creditable to the masters that they have maintained the number of their pupils undiminished.

Increase of fees and cost of education.

20. While the number of boys has remained much the same as in the previous year, the amount collected in fees, has considerably increased having been Rs. 1,031, for the year under report against Rs. 894-14, in the preceding year. The cost of education has been of course enormously increased by the separation of the Branch Schools, and is for the year under report no less than Rs. 82 or to Government Rs. 65-6. Large though this sum appears, it is not greater than the cost of education in the Main School in former years, and I see little prospect of its being materially lessened for some time to come.

Progress of the classes.

21. The pestilence (for it was no less), that acted so prejudicially against the increase in the number of boys, may well be supposed to have acted still more fatally in retarding their progress. Mr. Lindsay reports that in his opinion "fully 3 months were lost to study through the prevalent sickness;" and it may well be conceded to him that under such circumstances it is creditable to both masters and teachers that the school maintained its normally high position in the Departmental Examinations. Of 6 pupils of this School who were candidates for matriculation, 3 only passed, two of whom have entered the Lahore College. Such a result is not altogether satisfactory but it may partly be accounted for, by the sickness already adverted to, and it should be remembered that Mr. Lindsay reported of this class last year that the standard of ability in it was lower than the average. The other classes have done as well as, or perhaps better than, under the circumstances could have been expected.

Work of the Junior Masters.

22. Few changes have taken place in the instructive staff during the year. The most important has been the transfer of Jeygopal Singh, the 3rd master to the Head mastership of the Buttalla School, and the appointment of Baboo Ishan Chander Mookerjei in his place. Mr. Carbery, the 2nd master has performed his ordinary duties to my entire satisfaction and has besides taken great trouble in superintending the erection of the gymnasium and in guiding the boys in their athletic sports. All the other teachers have worked steadily. While on this subject I must record the obligation the School is under to Mr. E. Nicholl, a clerk in the District office, who volunteered to give instruction to the boys in cricket and in the use of the gymnastic apparatus, and who has spared neither time nor trouble in redeeming his promise.

Success in life of Amritsar boys.

23. It is encouraging to note the success in life that has been attained by ex-pupils of this School. Besides a large number of young men who have attained a minor degree of success, 5 deserve special notice. Of these 3 Kunhya Lall, Mohun Lall, and Gurmukh Rai, passed at the commencement of the year the examination for pleaders in the lower courts, and have obtained considerable practise. One of the three Kunhya Lall has since passed as a pleader in the Chief Court and has thus an honorable and lucrative career before him. Two others, Khuda Buksh and Boota Mull, both lately masters in the Ferozepore School, have obtained the much prized post of Judicial Sarishtadar, one in the Deputy Commissioner's Court at Ferozepore and the other at Amritsar. They are both young and somewhat inexperienced for such important positions, but I am happy to hear that they discharge their duties to the entire satisfaction of the Deputy Commissioners who find that the training they have received at School has made them far superior to the Native Official of the old Stamp. Such instances of success in life do more perhaps than anything else to open the eyes of the mass of the people to the benefits of our system of education.

Hooshiarpore.

24. The Hooshiarpore School is entered, as I noticed above, in the returns of Schools of the Middle class, though it may well claim to be placed in the higher grade. Its not having been able hitherto to satisfy the test for the higher grade is due to what may be considered one of the best proofs of its efficiency, viz., its success in preparing young men for the public service. For the last 4 or 5 years all its best students as they have entered the Higher classes have been induced to leave School for appointments of various kinds, and many of them are now drawing large salaries. Hence until within the last few months there has been no first class in the School. Now, however, there are 4 boys preparing for the Entrance Examination of next December, and all the other 3 classes are complete for the first time since the School was established. One very promising lad in the 1st class has lately joined the English class of the Medical College.

The number of boys in the School has fallen from 124 to 117, but the amount realized in fees is considerably larger than in the previous year and has been increasing steadily throughout the year.

Progress of the classes.

25. I have already mentioned that all ten classes are now complete, a result that has been effected by regular promotions. This in itself shews that progress has been made, and I believe that the progress has been real and sound. Some of the classes it is true are scarcely up to the right standard, but generally speaking the School is in a satisfactory condition.

The number of teachers paid from the Imperial Revenue has now been passed to six but at least one more will be required.—W. R. M. HOLBOYD, D P. I., P.

The number of teachers is still far too small for the School, notwithstanding the recent appointment of an additional master on a small salary paid out of the fees. I trust to be able to obtain a grant from Municipal Funds to place the establishment on a proper footing.

Mention of the Masters.

26. Mr Millett has had charge of the School during the year and has done his work well. He is attentive to his duties and popular with his boys, whom he has done all in his power to encourage in their cricket and other sports. Dulpat Rai, the 2nd master and the other teachers have given satisfaction in their work.

Mooltan Zillah School.

27. The Mooltan School has made good progress in every way during the year. The number of boys has increased from 107 to 122, and the amount collected in fees has increased in a still larger proportion, all the classes have been promoted during the year so that the highest is now the 2nd which contains 8 boys who are preparing for the Matriculation Examination of 1869. In my last report I noticed that Mr. Staines, the Headmaster, did not entertain any high opinion of these boys and doubted, if they would remain at School long. I am happy to say that his fears have proved unfounded. The boys have shewn themselves steady and industrious and have made good progress. Their pronunciation is very indifferent, a fault noticed in all the boys, who have gone to Mooltan from the Dehra Ghazee Khan School, and which has become so confirmed from their early training as to be almost ineradicable. The other classes pronounce much better. All the classes have advanced satisfactorily, except in the vernacular studies of the lower part of the School, which owing either to the inefficiency or indolence of the former oriental teachers have not been as well taught as they should have been. From the present men, of whom the Headmaster speaks favorably, I expect better results.

Mooltan boys do not remain in the School.

28. It is remarkable that only one or two boys of Mooltan itself have as yet advanced beyond the 4th class. The 1st class boys who passed the Entrance Examination in 1866, were originally from Dehra Ghazee Khan, and the present 2nd and 3rd classes are composed entirely of boys from the same place. It is probably to be accounted for by the fact that as there is a strong prejudice against Mooltan in the minds of nearly all natives it is difficult to obtain men from other places to fill posts in the public and private offices, and hence the local demand for men fairly qualified is so great as to draw away boys from our School before they have completed the ordinary course of study. The Dehra Ghazee Khan boys are kept to the School by the liberal scholarships that are allowed them, and the hope of obtaining more lucrative appointments, if they continue their studies to the Entrance Standard.

Instructive Staff.

29 The steady advance of the classes has made the weakness of the instructive staff more and more apparent, and in 8 months more, when the classes are again promoted, the present number of masters will be quite inadequate to carry on the School work effectively. A more efficient Headmaster than Mr. Staines, it would be impossible to find, the other masters, each in his own degree, are careful and intelligent teachers, but they are all on, for Mooltan, comparatively small pay, and their attainments are not equal to the instruction of the higher classes. A good second master is urgently required, but unless a grant can be obtained from Municipal Funds for the purpose I can see little prospect of obtaining one Some improvements have been made in the staff of teachers during the year. The 3rd master, Ram Chund, has been replaced by Wajid Ali, a student of the Lahore College, and the two vernacular teachers Boota Shah and Inayat Oolla have been succeeded by Ghulam Qadir and Wulleo Mahomed both men of good attainments and experience in teaching. Since the close of the year too the 2nd Master Baboo Piari Mohun has resigned, and a man of much higher attainments Baboo Jadho Nath Chukurburttee has been appointed in his place. Of Hurree Sing, the 4th English master Mr. Staines reports most favorably

Arrangements can be made for the appointment of a second master and the matter will be taken into consideration before the close of the year,—W. R. M HOLBOYD, D. P. I., P.

and I can quite endorse the praise he bestows on his zeal and energy. Before closing this notice of the masters I must mention that Mr. Staines having taken two months privilege leave, his place was most efficiently filled during his absence by his brother Mr. H. Staines, 2nd master of the Lahore Normal School.

Athletic sports.

30. Athletic sports have been cultivated by the boys with great ardour and success. The cricket eleven distinguished itself greatly at Lahore and carried off a prize consisting of a set of cricketing gear given by Major Mercer, Private Secretary to His Honor the Lieutenant Governor, to the champion eleven. One of the boys, Sodagur, is the best native bowler I have seen, and all the boys play with all their energy and no little skill. At the Athletic sports also that followed the Durbar several of the boys carried off prizes. To Mr. Staines, and in his absence to his brother Mr H. Staines, and to Huree Sing great credit is due for the careful encouragement they have given to the physical training of the boys.

Buttalla Zillah School.

31. The returns of the Buttalla School shew a slight improvement over the preceding year, the number of boys having increased from 106 to 117, and the average daily attendance from 86 to 92. This last has been steadily improving throughout the year owing to the judicious management of the Headmaster, having been in April 1867, only 79 and having risen month by month to 106 in March 1868. The fees shew no improvement, though the rate was raised during the year. This may partly be attributed to the fact that some of the richer students who paid at exceptionally high rates left the School at the beginning of the year.

Progress of the classes.

32. Though all the classes have been promoted during the year, the highest being now the second, the progress has been by no means uniform. In the higher classes good advance has been made and the boys have been well taught in all subjects; but I have not been equally satisfied with the work of the lower classes. The Headmaster and other teachers have had their attention specially directed to the correction of this fault, which I hope the ensuing year will see entirely removed. The deficiency of the lower classes must be to some extent attributed to the inadequate number of teachers which remains the same as it was last year though the number of classes has increased. I hope to be able to remedy this in some measure by transferring the two highest classes to the Lahore and Amritsar Schools. Cricket and other games have recently been commenced by the boys on a conveniently situated piece of ground, kindly lent for the purpose by Lalla Radha Kishen, a Raees of the town.

When this measure has been carried out the School will be better provided with teachers than the great majority of 2nd class Zillah Schools as there are now 6 masters.—W. R. M. Holroyd, D. P. I P.

Mention of the Masters.

33. In the early part of the year Mahomed Ismael, the Headmaster, resigned his post, having determined to accept an appointment in the Church of Scotland Mission at Sealkote, and he was succeeded by Baboo Jeygopal Sing from the Amritsar School. The new Headmaster has shewn great judgment in his management of the School and considerable teaching power. The only other change in the establishment has been the transfer of the Head Persian teacher Imam ul-din to Mooltan and the appointment of Boota Shah in his place.

Noorpore Zillah School.

34. The Noorpore School suffered a great loss in the early part of the year by the resignation of its able Headmaster Mr. Baker, who left to join the Chumba Mission in June. After his departure the School was for 4 months without any Headmaster and the consequence was a great falling off in the number of boys and a woful deterioration in their knowledge. In October, however, Pundit Jey Narain joined the School, and under his careful management it has been rapidly recovering its former flourishing condition The number of boys indeed is rather larger than last year having risen from 78 to 84. The average daily attendance for the year is very low, but this is chiefly owing to the very lax discipline maintained while the School was without a Headmaster, when the attendance was very small and irregular. At all times, however, the average attendance in this School is much lower than it should be though both Mr. Baker and Pundit Jey Narain exerted their utmost efforts to improve it. The fees shew no improvement, though the Headmaster is constant in his endeavors to obtain more from the boys and to induce the Committee to second his efforts.

Causes of want of progress.

35. The irregular attendance and the small fee collections are both probably due to the same causes, viz., the character and ignorance of the population. Noorpore is a small town of about 10,000 inhabitants, more than half of whom are Cashmeree Shawl weavers, whose children at a very early age are able to earn a livelihood at their father's trade, and who therefore can seldom be induced

to send them to School. Of the rest I suppose there are not half a dozen fairly educated men in the place; all are small traders or zemindars whose education extends to such a modicum of reading and writing as may suffice for their devotions or their traffic It is noticeable, however, that there is a much larger percentage of Mahomedan boys in this School, than in any other in the Circle, and these are chiefly if not entirely Cashmeeres.

Progress of the classes.

36. I have already mentioned that the want of a Headmaster for 4 months in the year put a serious check on the progress of the School. Much time was lost and much ground had to be retraced before the School recovered its proper standing, but I think I may now say that it is again in a satisfactory condition. The classes have not been promoted, but they have been well grounded during the last few months and after the half yearly examination in June, a general promotion will take place. Games and sports have always been popular here, and are still prosecuted with ardour by the boys, who enjoy in the glacis of the Fort a better play-ground than is possessed by any other School in this Circle.

Mention of the masters.

37. All the present masters have worked since their appointment to my entire satisfaction. Pundit Jey Narain has deserved the highest praise for the industry and judgment he has displayed in recovering the School from the condition into which it had fallen. Ghulam Mohi-ul-din, the 2nd master, in whose charge the School was during the 4 months preceding Pundit Jey Narain's arrival, has been removed and Balmokund, a matriculated ex-pupil of the Amritsar School, has succeeded him. He and the other teachers who are the same as were here last year, have been diligent in the discharge of their duties.

Ferozepore Zillah School.

38. The Ferozepore School has made very great improvement during the year. At the close of 1866-67. it contained 190 boys of whom 108 belonged to the Hindee classes, and 87 only to the Anglo-Persian School At the close of the year under report the number of boys had increased to 232 of whom 133 belonged to the Anglo-Persian and 99 to the Hindee department The average daily attendance has also improved steadily since the beginning of the year having been no less than 192 for the last month. This still shows an average of about 25 per cent of boys absent every day, but the irregularity is chiefly confined to the little boys in the Hindee classes whom it is almost impossible to teach to be more regular until they enter the Anglo-Persian School. The fees collected do not shew any great improvement upon the former year. The completion of the handsome new School house has had a great effect on the imagination of the people who promise to exert themselves to increase the number of boys in the Zillah School to at least 300. The cost of education in this School is actually less than it was last year having fallen from Rs. 18 to Rs. 15-13-6, and the cost to Government from Rs. 12-2 to Rs. 9-5-7.

Progress of the classes.

39. Good progress has been made by all the classes during the year. It is a good sign that though the number of boys in the Anglo-Persian School has increased by 46, the lowest class contains only 9 more boys than before, which shews that a large number must have advanced into the higher classes. The highest class is now the 3rd and contains 5 boys. The Headmaster has adopted an excellent plan of frequent examination to test the progress of the boys and the work of his junior teachers, and has taken part of the Mathematical instruction of the upper classes which the Oriental teachers were scarcely qualified to impart Athletic sports and cricket are practised by the boys but the want of a proper piece of ground is much felt.

Mention of the masters.

40. The conduct of all the masters during the year has been most exemplary. Khuda Bukhsh, formerly 2nd master, was appointed in June to the post of Judicial Sarishtadar in the Amritsar District Court. Boota Mull, the former Headmaster having obtained a similar post at Ferozepore, both the Head and second mastership became vacant, and Wahab-ul-din, a student of the Lahore College, was appointed to the former, and Ram Chund, transferred from Mooltan to the latter post. The Headmaster has performed his duties with great zeal and discretion, and has made himself much liked by his pupils and their parents. The other teachers have given satisfaction.

Rahoon Zillah School.

41. The number of boys in the Rahoon School has slightly declined but in other respects the School is a very flourishing one. Mr. Elsmie, the Deputy Commissioner of Jullundhur with a view to give a clear conspectus of the state of education in his district adds some remarks regarding it to his district report. He writes as follows:—

"The Zillah School in this district is situated at Rahoon in the Nawshahur Tehseel. "Rahoon is the second city of the district. It contains upwards of 14,000 inhabitants. It is "believed that the reason why Rahoon was selected as the locality for the Zillah School was the "desire of Government to avoid any interference with the success of the Jullundhur Mission School. "The result of the choice has been satisfactory in the highest degree. Both the Mission School and "the Zillah School are at present in a most flourishing state."

Progess of the boys.

42. This view of the condition of the School I can fully support. The classes have advanced a grade since last year and the highest is now the 4th. In the ordinary departmental examination of this School, the answering has frequently been so good as to excite suspicious that some unfair assistance had been given to the boys; but no proof of this has ever been arrived at, while the excellence of the boys answers in oral examinations seems to throw discredit on the doubt.

Mention of the Masters.

43. The only change in the School Establishment has been the transfer of the 2nd master Ghulam Mohi-ul-din to Noorpore, and of Kandari Lall from Noorpore to this place. All the teachers have done their work well, but special credit should be given to the Headmaster Purtab Sing and to Alum Shah, the head Oriental teacher, to whose joint efforts the prosperity of the School is in a great measure due.

Branch Schools.

44. Though the Branch Schools are now entered in the returns for Schools of the lower class, their connection with the Zillah Schools is so intimate that it appears desirable to make my report of them in this place instead of with the other Schools of the same grade. These institutions continue to fulfil in a satisfactory manner the objects with which they were established. They afford a cheap elementary education close to the homes of the pupils and attract a large number of boys who would otherwise in all probability receive no instruction whatever. They also act very fairly as feeders to the Main Schools, which was one of the principal objects of their establishment Want of funds has hitherto prevented their being placed on a footing of complete efficiency, but I have arranged to convert them during the present year into Grant-in-aid Schools by which proceeding I hope to be able very much to increase their usefulness.

Amritsar Branch Schools.

45. The number of Branch Schools in Amritsar is the same as before but the number of boys has slightly diminished owing probably to the fact that a great many, 70 in all, have been transferred to the Main School during the year. Mr. Lindsay writes regarding the Branch Schools.—

"In the Branch Schools there is a falling off in the numbers, and especially of the English "and Persian students. These results shew the great need of a specially paid Superintendent to "inspect the Branch Schools daily and keep the Pandahs up to their engagements, as the patrons "of the Schools fail to do so. Although these Schools have fallen off a little in numbers the "tuition of the boys appears to have been carefully attended to, so that on the whole there is "considerable improvement. The boys appear to have a rather better idea of forming English "sentences than they had, and idiomatic rather than (often absurdly,) literal translation has "been more practised. The Subz Mundi seems to be somewhat better than the rest and the Bans "Kuttra rather below the average. The latter perhaps best represents the average of last "year."

These remarks are perfectly just. The want of a special superintendent is greatly felt as the Schools are numerous and scattered in different parts of the large city. It has hitherto been quite impossible to meet the cost of a Superintendent for the Branch Schools, but I hope this year from the augmentation of the funds by the expected Grant-in-aid to be able to appoint a man specially for this purpose.

Hooshiarpore Branch Schools.

46 The Hooshiarpore Branch Schools are in very much the same condition as they were last year In their Oriental studies the boys have been very fairly taught, and some little progress has been made in English, while several boys have been transferred to the Main School. The attendance appears to have been very regular from 85 to 90 per cent. of the boys being always present. The cost of education in these Schools has been very low.

Mooltan Branch Scoools.

47. The Branch Schools at Mooltan are the same in number as before and shew an improved attendance. Mr. Stanes writes thus of them :—

"The Branch Schools are getting on as well as can be expected. Beyond a considerable "improvement in the average daily attendance, there is nothing worthy of particular notice regarding "them. I should be glad, however, if proper accommodation was provided for these institutions. "In suitable buildings, favorably situated, they would attract more notice; whereas at present, "located as they are, in the upper stories of large rambling "hawalies" I doubt if their existence "is even generally known. The appointment of English teachers to these Schools, as I stated "in my last report, would make them more efficient."

As regards English teachers the new scheme of studies for Zillah Schools will render them unnecessary for some time to come, but as a liberal grant has been made for these Schools from the Municipal Funds, I hope to be able to secure their efficiency by the appointment of additional Oriental teachers who have been trained in the Normal School. In respect to the buildings more difficulty will probably be experienced as it is not easy to find private houses better adapted than the present ones to the purpose or unoccupied land on which new buildings would be erected. However the subject shall have attention.

Buttalla Branch Schools.

48. The number of Branch Schools in Buttalla was increased to 3 in December last, by the opening of a new School supported by private subscriptions. The number of boys has consequently increased from 152 to 195 and the average attendance has improved in like proportion; a considerable number of boys has also been transferred to the Main School. The teaching of the two old Schools has been satisfactory, but the teacher of the new School does not appear to be up to his work, a new teacher will therefore be appointed and the present man retained as an assistant.

Noorpore Branch Schools.

49. The Branch Schools in Noorpore have declined somewhat in attendance, but in other respects are doing well. In my last report I alluded to the bad accommodation provided for the most promising of these Schools, that under Abdulaju, which tended to check the increase in the number of boys. I am happy to say that during the past year funds have been obtained for purchasing and rebuilding the School house, and when the alterations, which are now nearly completed, shall have been finished a considerable accession of pupils may be looked for. 20 boys have been transferred to the Main School during the year, mostly to classes above the 9th.

Ferozepore Branch Schools.

50. Very great improvement has taken place in the Ferozepore Branch School, owing partly to the appointment of a popular and influential teacher and partly to the more vigilant supervision of the present Headmaster Wahab-ul-din. The number of boys has increased from 67 to 105 and the average attendance from 60 to 90. The amount of fees has steadily increased during the year, and was double in March 1868, what it was in the March preceding. In other respects also the School has improved.

Rahoon Branch Schools.

51 The Rahoon Branch Schools have not made very satisfactory progress, and will have to be to some extent remodelled. The Persian Classes have been fairly taught, but the Hindee teacher has proved almost useless, and must be superseded. Some injury has also been caused to these Schools by the want of proper accommodation, a want which it will be very difficult to remove.

Work done by Local Committees of Public Instruction.

52. The Local Committees of Public Instruction in the Towns where Zillah Schools are established have not, as a rule, rendered any very valuable assistance to the cause of education during the year

Their action is generally spasmodic and is most conspicuous when they wish to bring themselves prominently to the notice of the local authorities with a view to the attainment of any special object. There are no doubt exceptions to the general apathy, but the exceptions are very few, nevertheless the Committees are very useful and as education progresses will become very valuable institutions. I will here make some notice.

Amritsar—The Amritsar Committee consists almost entirely of men engaged in large commercial transactions who have little time to give to educational matters, and no real interest in the progress of any thing but their trade. They have done nothing worthy of mention during the year.

Hooshiarpore.—The Hooshiarpore Committee have been neglectful of their work. It is true that they have held occasional meetings, and have carried out any instructions that may have been sent to them, but they have done nothing to assist the Headmaster in increasing the attendance or the fees. Their apathy is shewn by the fact that there are only 36 boys belonging to the Town of Hooshiarpore itself, who are entered in the Anglo-Persian classes of the Zillah School.

Mooltan.—The Mooltan Committee has not done much more than formerly to promote the welfare of the School, but I hope that, as the district officers now shew more interest in its progress they will be stimulated to greater exertions.

Buttalla.—The Buttalla Committee deserve some credit for the greater interest they have displayed during the past year. The meetings of the Committee have been more regularly attended by them, and several have contributed pecuniary aid. One of the Branch Schools was established by them in December and supported by their private subscriptions, and the entrance fees of several poor boys have also been paid. The Mean Sahib, Surdar Jeymal Sing, Mean Din Mahomed and Lalla Shurnput, but especially the first named, have been the most energetic.

Noorpore.—I regret to have to report that little assistance has been given by the Noorpore Committee during the year. They have been tolerably regular in attending the meetings of the Committee, but no practical results have followed from their efforts.

Ferozepore.—The most regular in attendance and the most practically useful Committee in this Circle is the one at Ferozepore. Two members of it Lallas Nagur Mull and Dass Mull have been particularly energetic, and the former has shown an unostentatious liberality which I have not seen surpassed by any native Gentleman. Both these Gentlemen I wish to recommend to the special favor of Government, and for Nagur Mull I would recommend a Khillut to be conferred at the hands of His Honor the Lieutenant Governor.

Rahoon.—The Rahoon Committee was formerly one of the most active and useful in this Circle, and it is therefore matter of regret that I have nothing good to report of them this year. They have met but seldom, and have done nothing to promote the welfare of the School.

Town Schools General Statistics.

53. The Town Schools are the same in number as in the preceding year, but the School at Baghbanpore in the Lahore District has been removed to the Village Grade and the School at Majita in the Amritsar District has been promoted to the Town Grade. The number of pupils has increased from 2,891 to 3,057 and the average daily attendance from 2,441 to 2,537. This increase has taken place principally in the Schools of the Goordaspore, Lahore, and Kangra Districts. The new boys appear to belong almost entirely, to the non-agriculturist classes, but the latter are still the most numerous numbering 55 per cent., of the whole. An enormous increase has taken place in the fees, the amount for the year being Rs 1,097 nearly double what was collected in the previous year. Every District except Montgomery shews a great improvement in this respect but the most remarkable augmentation has been in the Hooshiarpore District, where the fees have increased from Rs. 248 to 599, and in Goordaspore where they have risen from Rs 34 to Rs 103. The cost of education in Town Schools has decreased from Rs. 5-1-5 to Rs 4-9-3, but the cost to Government remains very nearly what it was before.

Village Schools General Statistics.

54 It will present a better view of the State of Vernacular Education in each District, if I give the General Statistics of Village Schools in this place and combine my detailed remarks on them and Town Schools instead of, as hitherto, giving each separateley. The number of Village Schools has been reduced from 667 to 608, partly as I mentioned before by the transfer of the Reya Pergunnah to the Rawulpindee Circle, and partly in consequence of the closing of the least promising Schools for the purpose of providing funds for the improvement of the remaining ones These reductions have been made with great care and consideration for the wishes of the people, so as to occasion as little hardship as possible. The reduction in the number of Schools has been accompanied by a proportionate reduction in the number of pupils, which has diminished from 23,001 to 20,759. The average daily attendance has similarly fallen from 19,271 to 17,787, but the average daily attendance per School remains nearly the same as before. I observe that in the returns prepared in your Office, the average number of names on the books throughout the year is put down at 20,329, where as from the monthly returns in my Office I calculate that it is 20,535, shewing a difference of upwards of 20,079 per cent, of the boys belong to the agricultural classes That progress has been made during the year is shewn by the fact that at the close of 1866-67 only 26 per cent., of the boys had advanced beyond the primer, whereas at the end of 1867-68, the number had increased to 33 per cent The fees have increased from Rs. 2,127 to Rs. 2,550, the increase having taken place entirely in

This report was not received in time to admit of an investigation of the cause of the difference which is not however very material.—D. P. I, P.

the Hooshiarpore, Ferozepore, and Goordaspore Districts, but especially in the last named in which they have risen from Rs. 350 to Rs. 789. The cost of education has slightly diminished.

Jullundhur District Town Schools.

55. I was not able to visit the Jullundhur District in the past year, but Mr. Elsmie, the Deputy Commissioner has furnished me with a very complete and interesting report which gives a good account of the state of the Schools. Of the Town Schools, which are 5 in number and situated in the same places as in the previous year, Mr. Elsmie writes as follows :—

"The Nakodur School is the least satisfactory. It has suffered from a feud between the "teachers and from the fact that a bigoted old Hindee Padha was induced many years ago to amal-"gamate his School with the Government institution. The object of this was doubtless, the "advancement of the Government Persian School, but as yet the Padha has not given willing "assistance to the Persian Department, I do not doubt that a summary removal of this abstruc-"tive old man would lead in the end to an improvement on the General State of the School; but "the immediate result would probably be the establishment of an avowedly opposition School and a "great falling off in the number of Government pupils. I have recently sent one of the best of our "Persian Teachers to Nakodur in the hope that he may be able to manage the Padha more suc-"cessfully than the late teacher was able to do. The Kurtarpore School is now perhaps the "best of the Town Schools. It was recently visited by Captain Hare, Assistant Commissioner "who submitted a most satisfactory report on its progress."

In addition to the above remarks I may notice that in the Kurtarpore School an excellent example has been set by the teachers, and particularly by Nuthoo Ram, the English teacher, in the encouragement of out-door exercises. A neatly kept little garden has been enclosed and cultivated entirely by the teachers and boys, who have been supplied with seeds and plants from the Government Garden at Jullundhur, Cricket and other Athletic sports have been practised by the boys, several of whom competed for prizes in the games held after the Educational Durbar in Lahore. The Nawanshahr School has not been specially mentioned by the Deputy Commissioner, but it deserves notice for the excellent manner in which several of its pupils acquitted themselves at the General Examination held by me in Lahore, in March.

Village Schools.

56. Of the Village Schools Mr. Elsmie gives the following account :—

"There are now 71 Village Schools for the boys in the District. It will be easily under-"stood that the efficient management and inspection of these Schools is no easy task. The "teachers are, as a general rule, underpaid and not very well qualified for their posts. When "Mr. Alexander examined the Village Schools in 1867, he ranked, one only as very good, 5 as "good, 7 as fair, 36 indifferent, 18 bad and 3 very bad. Since then with the exception of 2 or 3 "Schools in the Southern portion of the Jullundhur Tahseel every School in the District has "been visited and examined by an Assistant Commissioner at least once. I have myself visited "a considerable number. The Chief Mohurrir has visited all of them once, 52 of them twice "and 33 of them thrice during the year. From the reports of these officers I am induced to "think that although the average daily attendance has decreased to a very trifling extent "nevertheless the quality and extent of education imparted have improved. The Chief "Mohurrir assures me that if the educational authorities were now to examine the Village "Schools they would consider 3 very good, 11 good, and 17 fair. I trust he is right in his conclu-"sions. Considerable attention has undoubtedly been given to these Schools during the year, "and I cannot but believe that some good has been the result. 9 pupils of the Schools of "this District have within the last few days been sent over to Lahore to pass the Examination for "Entrance to the Local Class at the Medical College. The expense of maintaining them at "Lahore will be defrayed from the Municipal Funds and General Subscriptions."

Some remarks by Captain Hare, Assistant Commissioner, who visited most of the Schools are also deserving of a place here; he says: "The Village Schools have on the whole improved, "the scheme of studies has in most cases been carefully adhered to---the attendance at these "Schools depends much on the support given by the Lumberdars as well as on the efficiency and "popularity of the teacher. I observed that the Schools are filled chiefly with very young boys, "the reason of this is that when they get older their services become so valuable to their parents "that they are removed and the result of this in many instances is that the boys forget all they "learnt, and in the majority of cases the chances of a Zemindar's son obtaining employment "are so small that they cannot afford to lose their services whilst they are receiving an education "which will if anything unfit them for following the calling of their fathers. The only remedy "for this would be to endeavour to obtain the attendance of the boys for even an hour a day "and this proposal seemed to find favor with some of the Zemindars I spoke to on the subject,

"but as the boys are usually employed during the whole day it would be difficult to find time "for study unless we were able to establish night-schools. I think too much is frequently "expected from Village Schools, and we may certainly be satisfied with the progress that has "been made in the Village Schools in this District."

The Chief Mohurrir.

57. In my last report I mentioned the recent appointment of a new Chief Mohurrir from whose exertions I anticipated good results: it may be worth while to record here the opinions expressed of him by Captain Hare and Mr. Elsmie: The former writes as follow:—

"Mehur Chund, the Chief Mohurrir was reported well of, by Mr. Tolbort I have found "him very attentive to his work and he does not allow a desire for popularity to interfere "with his duty. He examines boys carefully and he appears to make enquiries regarding the "Schools from persons residing in the neighbourhood, and I think his information is good. He is "I consider a good man and I should be sorry for the sake of the District if he were removed." Mr. Elsmie writes: "I cannot conclude without recording my high appreciation of the ser-"vices rendered to the cause of education by Messrs. Spencer, Tolbort and Hare, who have been "successively in charge of the Schools during the year. I fully concur in the high opinion "entertained by these officers of the merits of Mehur Chund, the Chief Mohurrir."

Hoeshiarpore Districts.

58. I cannot give a better idea of the condition and progress of education in the Hooshiarpore District, than by quoting at length the very interesting report of Mr. Perkins, the Deputy Commisssoner to which I would particularly invite the attention of all District Officers:

"The following comparative tables shew a rise in general respects":—

Year.	No. of pupils.	No. of boys of 3rd, 4th and 5th classes.	Amount of fees.	Private contribution.
1865-66	3,775	359	478-4-0	...
		9 per cent.		
1866-67	4,940	444	894-2-0	682-4-8
1867-68	4,429	595	1,144-6-0	1,893-11-6
		13 per cent.		

"To take these points senatim. The number of boys has decreased, because a large "proportion of those infants who were put on to the rolls of our Schools by the efforts of the "Local Committee of Public Instruction very soon dropped off. But this decrease in numbers is "a matter of congratulation for it has given more time to the masters and they have used it "well. This is indicated by the greatly increased proportion of boys in the higher classes which "is now seen to be 595. These 600 boys have all passed beyond merely rudimentary vernacular "instruction, that is to say, they possess knowledge enough to use it, and if they learn no more "they can at least read any vernacular book, write a petition, and do simple sums."

"The sums paid in fees have steadily and largely increased. This has been done by a "little firmness in insisting on every non-agricultural boy paying his monthly anna, except in "some few individual cases on my own special orders. The effect has been to extrude about 500 "babies, whose parents did not think it worth while to pay for their being kept out of mischief "and to raise the value of education, which is now seen to be a thing worth buying, and not so "valueless as to be given gratis to any one who may choose to ask for it. From the commence-"ment of this year the fees for boys reading in the 3rd and 4th classes are to be raised in all "Town and Village Schools to one anna for agriculturists and two annas for all others per "mensem. This will probably not cause the permanent diminution of more than half a dozen "boys as those who have reached those classes have learnt to prize learning—and by a judicious "and liberal system of rewards, it is easy to make up to any industrious scholar for more than the "amount of his fee, and this in practise is done."

"The result of this large addition to the scholastic income of the District is that the "whole establishment has been recast, with the grant of only Rs. 997 extra from the 1 per cent.

"cess—and nothing from any other source—the salaries of teachers have been raised almost "universally. The annexed table will shew the improvement that has been effected in the posi- "tion and resources of these most ill-paid and valuable Public Servants."

YEAR.	NO. OF TEACHERS RECEIVING.					
	Rs. 15 p. m.	Rs 12 p. m	Rs. 10 p. m.	Rs. 7 p. m.	Rs 5 p. m.	Total pay of monitors.
1866-67	2	6	16	28	50	Rs. 662
1867-68	1	8	18	42	38	Rs. 786
1868-69	2	10	18	60	7	...

"It stands to reason that no one who works under the heart-breaking feeling of being "unnoticed and under paid will work with credit to himself or advantage to his pupils To give a well "educated man the pay of a process server, who has moreover wider opportunities of illicit gains "than the preceptor, is not the way to secure honest or efficient service, especially in these days of "high prices and general rise of wages. I hope the time may come when a Government order "shall issue making the minimum pay of a teacher 7 per mensem."

"The large increase in the number of boys made it obligatory on us to increase the "number of monitors or as a Greek would have called them pedagogues, for one of their "chief duties is to catch the little boys and bring them safely to School and to take them safely "home again. These bigger boys are always alumni of the same School and the pay is in the "nature of a scholarship to them."

"To prove that the people of the District are now for themselves taking an interest in "the spread of education, I need only point to the last column of the little statement in para. 1. "The large sum of Rs 1,900 has been given this last year for the objects shewn in the statement "appended hereto—you will see that in 14 cases, School houses have been built wholly or partly "by the persons interested. In several more cases they have contributed handsomely towards the "fees of poor pupils and in others they have got up little Durbars of their own—and given prizes— "let off fireworks and had a grand gala day perfectly spontaneously—while I write two more "such assemblages are being organized to come off next week—one at Dosuha and one at Hurriana "where big and little boys are to meet and contend in the arena of both mental and bodily "exercises."

"These gatherings are conducted on the model of those which have been held at Hooshiar- "pore two successive years. As Mr. Alexander kindly so ordered his movements as to be present "on the last occasion, I need only say that it was a successful meeting. To those persons who "had by extraordinary exertions in the cause of education distinguished themselves during the "year were given gold rings with an engraving on the signet. "Inami-i-Madrassa" "1867." "To others were given Khillats or complimentary perwanas, to the boys prizes aggregating "Rs. 973 for scholastic attainments and Rs 40 for Athletic sports, amongst which the novelty of "jumping in sacks gave rise to unspeakable merriment."

Kangra District.

59. I visited the greater number of the Schools in the Kangra District, at the beginning of the year so that my report from my personal knowledge of their condition will not represent the progress made by them during the year under review. At the time of my inspection Major Paske had been Deputy Commissioner for a few months only and his predecessors had been so frequently changed that but little had been done to promote education in the District. I found therefore that, though some progress had been made, it was much less than might reasonably have been expected. I found too that the assignment from Imperial Revenues for the maintenance of a Model School in each Tahseel had been applied to this purpose, in two Tahseels only, and that no special arrangements had been made to meet the peculiar requirements of the Kullu Pergunnah. All these defects have been, or are in course of being remedied by Major Paske and from what I have seen of a portion of the District within the last few days, I may safely say that decided improvement has been effected.

60. Major Paske's report gives a good view of the condition of education in the District. He writes as follows: "There are two Town Schools in this "District at Teerah Soojanpore and at Jawalla Mookhee. "I have visited and examined both of these during the past "season—in both there has been progress and improvement. An average increase of 20 students "is apparent in the attendance of pupils in both Schools, being an average of 10 for each School. "In both Schools there were separate Persian and Hindi Departments and the teachers "are efficient and popular."

Major Paske's report.

"There are now 50 Village Schools open in this District, being 2 less than the "number in the year preceding. The average attendance in all the Schools amounted to 1,500 "pupils compared with 1,475 the number in 1866-67 an average increase of 25 boys. The "average number of pupils in each School is 31 A very good average for Village Schools. "Of these Schools 18 are Persian and 32 Hindi, but year by year the number of Persian Schools "is increasing—Village communities are realizing the fact that those who have secured an "education in Persian and Oordoo have the better chance of obtaining employment than those "acquainted only with Hindi—hence frequent applications are made to displace the Pundit and "put in a Persian Teacher. I have visited and examined 25 Village Schools during my recent "tour and 10 were examined by my Assistant Mr. Coldstream. I have generally found the "Schools well conducted, the teachers popular and efficient. Fees are not levied in this District "nor do I think the fee system could be introduced at present."

"The receipts from the sale of books shows a very great and satisfactory increase as "compared with results of the year preceding, as will be seen from the following figures:—

"Receipts in 1866-67,	...	...	...	...	Rs. 235-14-0
"Receipts in 1867-68,	...	...	...	...	Rs. 673--8-0
"Increase in 1867-68,	...	...	...	...	Rs. 437-10-0"

"The progress of Vernacular Education in this District is, I think, on the whole satisfactory. "The average attendance of pupils in the different classes of Schools is fair and the numbers "are increasing. The education imparted in the Schools generally is of a very elementary "character, but the boys are taught to read and write in their own Vernacular and if not "satisfied with the rudiments they acquire in the Village School, they have always the oppor-"tunity of entering a Town or Zillah School, where they can study higher branches of "learning."

"Before closing this brief report, it is desirable to notice the results of the recent census so "far as they apply to the condition of education among the people. The population of Kangra Proper "exclusive of Kulloo, Lahoul and Spitti number 6,44,959 souls of whom 12,484 or 1 93 per cent., "only can read and write—a sadly small percentage compared with the condition of education in "civilized countries in Europe. Under the influence of the Education Department, I trust the "percentage of those who can read and write will rise greatly year by year. I think the Director "of Public Instruction would do well to secure from every "District a statement giving a detail of the numbers of those "who can read and write among the population of every caste "and tribe in the District."

A Circular will be issued with the view of obtaining this information which will be incorporated in next year's Report.—D. P. I., P.

"Pundit Ram Ruttan, the Chief Mohurrir has been very attentive to his duties, has "worked well and has given satisfaction. He belongs to a Hindoo family of some repute in "the Hooshiarpore District—he knows well the idiosyncrasy of the people of Kangra and is popular "among them, I think he is well suited for the post he holds."

In regard to Major Paske's recommendation that statistics should be called for from all Districts showing the numbers of the population and of those able to read and write, I can only say that such information periodically collected would be both interesting and valuable.

61. In the Amritsar District there was in 1866-67 only one Town School situated at Wairowal in the Turn Tarun Tahseel. At the commencement of 1867-68 the Dehra Baba Nanuk School was transferred to this District with the Buttala Tahseel and in November the Majitha Schoo, Tahseel Amritsar was promoted to the Town grade. There are now therefore 3 Town Schools all of which are doing well.

mritsar District Town Schools.

Village Schools.

62. The Village Schools have been reduced in number from 127 to 110. Thirty one were transferred with the Revah Pergunnah to the Sealkote District, and 27 were received with the Buttalla Pergunnah, causing a reduction of 4 Schools. 11 other ill attended Schools were closed, one was promoted to the Town grade, and another, that at Turn Tarun, converted into a Grant-in-aid School. I examined all these Schools during the year, and found them on the whole in tolerably good condition, though owing to the inactivity of the Chief Mohurrir, they had not made the progress I anticipated. One feature in these Schools of this District is bad, and should receive the Deputy Commissioner's attention; it is the very small amount collected in fees.

The number of boys belonging to the non-agricultural classes has increased steadily during the year, but the amount collected in fees instead of increasing has steadily diminished. The average number of boys who ought to pay fees during the year, allowing for the usual reduction for poor boys, was 852, the average monthly fee for whom amounts to Rs. 54, whereas the average collections have been only Rs. 34. In Hooshiarpore and Goordaspore, with a much smaller number of boys liable to fees, the average monthly collections have been Rs. 59, and Rs. 66 respectively.

Goordaspore District Town Schools.

63. By the transfer of the Buttalla Tahseel to Amritsar, the number of Town Schools in the Goordaspore District has been reduced to 3, namely those at Deenanuggur, Kulanour and Kanjrur. Their present condition is accurately described by the Deputy Commissioner in the following passage:—

"The Deenanuggur School is by far the best and has been greatly improved during the "year under report, the attendance having risen from 84 to 185. This is due partly to the exer- "tions of the Teacher, Teg Chund, but chiefly to the interest taken on the subject of education "by Hamed Ali, Tahsildar of Goordaspore, who induced the people of the Town to contribute "certain fees received by them at marriage and other festive occasions, and the Municipal "Committee, of which the Tahsildar is himself Vice President to vote a sum of 15 Rs. a month. "This allowed of an increase in the staff of teachers who brought with them their own pupils. "The Kalanour School is also a good one and will doubtless become still better, when we have "a better assistant teacher. The condition of the Kunjrur School is noticed by the Inspector in "his late report, as not satisfactory; attention is being paid to improving this School."

Village Schools.

64. Captain Davies having joined this District, late in the season, had not leisure to examine more than very few of the Village Schools. I, however, saw nearly all of them and found them on the whole up to the average of their class. The attendance in them has somewhat declined, in consequence probably of the increased strictness with which fees were levied, their amount having been, as I have already mentioned, nearly four times that realized in 1866-67. In my last report I quoted an extract from Colonel Young's report mentioning the Establishment of Village Committees to assist in superintending the work of the teacher and in collecting boys and fees. These Committees do not appear to have been so successful in this District as elsewhere, but from what I saw of their working I cannot altogether agree in the strong condemnation expressed by the Deputy Commissioner in the subjoined extract from his report. In many places certainly no good has been done by the Committees, and in some perhaps, positive harm may have been caused by the jealousies of the members, but there are some also where the Schools have benefitted by their co-operation, and I have no doubt that the measures proposed by the Deputy Commissioner will stimulate many of the Committees to more active exertions. Captain Davies writes as follows:—

"So far as I can learn they have hitherto done almost more harm than good owing to "the feuds and jealousies which here as in other parts of the Panjab are so prevalent among the "rural populations. Still I hope, by carrying out a system of rewards, such as has been suggested "by the Inspector, they may be brought gradually to see that their duty is to assist Govern- "ment that they have not been placed in their present positions in order to give them an "opprotunity of venting their petty spites and jealousies." Regarding the Village School houses Captain Davies reports as follows:—

"The state of the buildings is very bad, could scarcely be worse, but this is common to all "the buildings of the District. Strenuous endeavors are being made to remedy the state of things, "but time and money will have to be lavishly expended before matters in this respect are "brought to the condition in which I should like to see them. By this time next year I "trust a decided change for the better will be seen".

Movement to establish a Central School in the District.

65. A very remarkable movement has taken place in the past year in the Goordaspore District regarding which, Captain Davies writes as follows:—

"I must not close this memo. without referring to the movement for raising funds "for educational purposes began in the Shukurgurh Tahseel, and which has now extended to "Goordaspore. The origin of the movement was a desire to escape the payment of fees on "the part of the smaller revenue payers. Colonel Young having ordered that all who paid "revenue on which the additional one per cent., School fund amounted to less *than six Rupees* "*in the year* should be called on to pay a small fee for their children. The feeling spoken of "was made use of by the Chief Mohurrir Ahmed Shah assisted by the Tahseeldar of Shukur-"gurh Tajoodeen and resulted in an offer by the leading members of the agricultural "community to subscribe 4 annas per cent. on their revenue. The offer, after sufficient time "had been allowed for objectors to come forward, in the event of its having been made "under Official pressure, was accepted by the late Deputy Commissioner. Since then Humeed "Ali, Tahseeldar of Goordaspore has been using his influence to obtain funds for carrying "out a still more ambitious project, which is no less than the Establishment of a Central "Anglo-Vernacular College where the most promising scholars from all the Schools in the "District would be boarded while completing their education. The idea is a really good one, "as its development would tend to check the disposition to leave School to seek employment "on the part of young men as soon as they have obtained the *mere rudiments of knowledge*, "a habit which more than any thing else casts discredit on our system of education, a sys-"tem which embracing a *larger range of subjects requires for its success a much longer course* "*of study*." But to return, Humeed Ali's efforts have so far been completely successful, and "at a meeting, I lately held to ascertain the state of feeling on the subject, I was glad to "see that the great mass of the leading Zemindars were entirely in favor of the Tahseeldar's "plan and willing to subscribe one per cent. on their revenue. I am only now waiting to see "if the other two Tahseels will not come forward in the same liberal manner to place the "matter officially before Government."

66. The importance of this movement, if it prove successful, cannot be overrated. There can be no doubt that our Schools have much less moral effect than they should have in forming the characters of their pupils. That this should be so is only to be expected when we consider that the influence of the masters extends only to the few hours which the boys spend in the School-room. To inculcate habits of order, cleanliness, activity, punctuality, truthfulness, &c., into young lads, the discipline of a Boarding School is almost absolutely necessary. In the School which it is proposed to establish at Goordaspore, a prominent feature is the Boarding School. It is expected that funds will be available to board some 50 or 60 boys, who will be nominated by the contributors to the funds which support the School, and every care will be taken to promote their moral and physical, as well as intellectual, training. The effect which such an institution must have on the civilization of the District will be enormous.

Notice of the Tahseeldar and Chief Mohurrir.

67. I must not omit here a para. of Captain Davies memorandum in which he mentions the valuable assistance rendered by the Tahseeldar of Goordaspore and the Chief Mohurrir. I can only add that I quite concur in the high opinion he expresses of both these Officers-Captain Davies writes:—

"I have once or twice in this memo. referred to the prominent part taken by Humeed "Ali in advancing the cause of education, and I would now add that the exertions of this "Tahseeldar are deserving of some marked recognition on the part of Government, and in doing "so I would remark that this is not the first time he has received the acknowledgements of "the Government on this account, as is proved by the many commendatory Perwanahs he "holds. On this occasion I would suggest that some *more substantial reward* be conferred on "him. The other Tahseeldars have also exerted themselves, but in a lesser degree. Of the "Chief Mohurrir, Ahmed Shah, I can only say that the little I saw of him prepossessed me "most strongly in his favor and that I do not remember the time when I regretted the loss of "any native official so much as when Mr. Perkins, Deputy Commissioner of Hooshiarpore, "asked me to let him have Ahmed Shah as a Naib Tahseeldar. I cannot help hoping he may "still return to his substantive appointment."

Lahore District.

68. The Deputy Comissioner of Lahore has sent me no report of the progress of Education in his District during the year, nor have I been able to see more than half the Schools in it. The Town Schools are doing well; one of these that appeared in the returns for last year, viz: that at Baghhanpore has been

reduced to the Village grade, and the Sharrakpore School is slightly below the proper standard though it gives every promise of improvement. At Kussoor the School, which I reported last year as having been much injured by the misconduct of the Teachers, has very much improved in every respect, as also has the School at Puttee. The Choonean School continues very good. In the Villages there have been some instances of excellent progress, especially at Khomkaran and Looliani; but as a rule the Village Schools of this District are below the average and show fewer elements of progress than those of some less favored Districts.

Ferozepore District.

69. The Ferozepore Town Schools are the same as before. They are all good, and require no special mention. The Village Schools which last year were in a very promising condition, have greatly fallen off during the year under report, owing principally to the misconduct of the Chief Mohurrir who has since been dismissed. The same cause has led to the failure of the Local Committee to effect any improvements in the Schools. The members generally saw how thoroughly unprincipled the Chief Mohurrir had become, and were unwilling to do any thing which should bring them in contact with him. When I inspected the District his misbehaviour came to light, and on my report the Deputy Commissioner at once dismissed him. Under the new man, with whom Mr. Knox informs me he is much pleased, I hope the Schools will revive, for there are few Districts in which the people evince a greater desire for education or greater willingness to co-operate with the authorities for its promotion.

A Manual required for District Officers.

70. Mr. Knox in his report thus urges the necessity of supplying District Officers with a manual to guide them in their management of Schools:—

"I beg further to recommend that a manual be compiled giving within a short compass "the different rules and instructions issued from time to time as to preparation of prescribed "returns, mode of regulating and controlling income and expenditure, of power of nominating "monitors, of sending Teachers to Normal Schools and of many other points which would "readily suggest themselves to you.

"This information is no doubt to be obtained, but in the work in a District Office "there are urgent matters that will not brook delay and I fear there is a happy-go-lucky system "of trusting that subordinates know the rules and do the right thing."

Similar suggestions have frequently been made to me by other Deputy Commissioners, and I have sometimes thought of preparing such a work myself, but want of leisure has prevented my doing so. If an Educational Manual could be prepared in your Office there is no doubt it would be exceedingly useful.

An Educational Manual is urgently required for the guidance both of District and of Educational Officers and will be prepared as soon as possible. It is desirable, however, that several matters now under consideration should be definitely settled first.—W. R. M. Holroyd, D. P. I., P.

Mooltan District.

71. Though I only visited a few of the Schools of the Mooltan District I was able to observe a great improvement in the tone of the Teachers and Pupils, and in the attitude of the people towards education. I have every reason to believe that, thanks to the interest displayed in the subject by Mr. Beachcroft last year, and Mr. Macauliffs in the year under report, the Government system of Education is much better appreciated by the people than formerly—Mr. Barkley, now Officiating as Deputy Commissioner, reports of the Schools as follows:—

"Mr. Macauliffs, Assistant Commissioner, has been in charge of the Educational Department "in this District for the last year. During his tours in the District he took every opportunity "of examining Schools within the proximity of his line of route and distributed books and re-"wards where deserved. He constantly reminded the inhabitants wherever he went, that their "interests were seriously injured by an ignorance of accounts and an inability to read. Of late "years there has been considerable distress in that part of the District known at the Rawa; the "Villagers in consequence are accustomed to borrow large sums from money lenders and "some become so entangled that they can with difficulty extricate themselves. Pointing out to "them at such a time the material advantages of education was an appeal to their selfish feel-"ings and the consequence was that applications for six Schools were made by the inhabitants "indifferent parts of the District. These applications are now under consideration and I hope "that a School will be established in every case."

"There has been a decided improvement in Education in this District within the year "under report. In 1866-67 in the Village Schools there was no class higher than the sixth "save at Bahadurpur which has been for some time an exceptionally good School. It is now "common to meet a fifth, a fourth and even a third class, at most Schools."

"Great credit is due to Chief Mohurrir Moulvie Abdool Ali for his exertions in the cause "of Education He is a fair scholar, a man of good manner and I believe popular with the people. "He has on the whole given much satisfaction."

Montgomery District.

72. I visited all the Schools of the Montgomery District during the year and was sorry to find that they shewed no signs of progress whatever. The Town Schools are below the standard, and the Village Schools the worst in this Circle. The Deputy Commissioner has furnished me with a brief report but as it contains merely statistics and details of little importance, there seems no occasion for me to quote from it.

Female Schools General Statistics.

73. The number of Female Schools is 3 less than at the end of 1866-67, one having been closed in each of the Districts of Jullundhur, Kangra and Hooshiarpore, and one new one opened in Montgomery. The number of names on the books and the average daily attendance have also slightly diminished. The number of girls reading English has fallen from 100 to 49. The expenditure on these Schools has increased from Rs 10,851 to 11,701, and the cost of education has consequently risen by little more than one anna a girl.

Efficiency should now be insisted on in Girls Schools.

74. It is now 5 or 6 years since the necessity for Female Education was first prominently brought before the people of the Panjab. It was then necessary to treat the subject with the utmost caution and delicacy, to humor the prejudices of the people, and to concede many points which under other circumstances would have been insisted on. In the period that has elapsed since then great progress has been made, the idea of teaching girls has become familiar to the people of most parts of the province, and they generally admit or at least the most intelligent of them, that there is little use in teaching them at all if it is not done efficiently Female Education may now, I think, be said to be entering on a new phase, and it appears to me to be quite time that Government insisted on some real instruction being given in all the Schools either supported or aided by it, in very many of which the teaching is merely nominal and the teacher only a pensioner At the outset it was necessary to maintain even such Schools in order to keep the subject before the people, but now that tolerably efficient Schools exist in almost every District the necessity no longer remains; in fact such manifest absurdities do more harm than good. It will be seen from the details given in the next para. that good Girls, Schools can and do exist, and there appears to me no reason why those that are worthless should be allowed to remain.

Details regarding Female Schools.

75. I will now give some details regarding the Female Schools in each District.

Jullundhur.—Mr. Elsmie reports as follows regarding Female Education in his District

"Two Mahomedan Girls' Schools have been closed during the year. One at Shahkote in "the Nakodur Purgunnah, the other at Allawulpore near Jullundhur. There still remain, however, "90 Schools; of these 52 are classed as Village Schools the cost of which is defrayed from the "Educational Cess Fund; 37 are considered Town Schools the cost of which is defrayed partly "from a grant from the Imperial Revenue and partly from subscriptions from the Municipal Fund "and private persons."

It is believed that the following Schools have made decided progress during the year under report.—

1. Nakodur.
2. Nawashahr.
3. B. Sheikh.
4. Behram.
5. Bustee Goozan.
6. The Schools in Jullundhur

"Mrs Roberts continues in her situation of Inspectress of the Town Schools in Jullundhur; "she reports favorably of their progress but she shews that there has been a considerable falling "off in the attendance of the English classes owing to my having ceased to make pecuniary "allowances to the girls It became absolutely necessary about 2 years ago to reduce the cost of "Female Schools in the District, and it was thought more advisable to abandon the system of "bribing girls to attend Schools than to close a considerable number of these institutions."

In addition to the above there are 11 private Hindu Female Schools in the Jullundhur City. The whole expense of maintaining them is defrayed by Kunwur Soocheit Sing, who manages them through some Members of the Municipal Committee. The total number of pupils is reported to be 168.

" In connection with this subject I may add that when I was walking through the Town of " Bungeh a few days ago, I was unconsciously brought by the people into a narrow lane on one side " of which was a Mahomedan and the other a Hindu Girls' School. I was particularly requested to " satisfy myself as to the progress of the Schools and some Girls were brought to the doorways and " made to read aloud from their books. The people were evidently quite ready to allow me to " enter the School and conduct a formal examination."

" Government has done all that can possibly be expected to promote Female Education in this District. The number of Schools is inconveniently large but as the main object is to keep the fact of Female Education before the people it is not advisable to reduce the number of these Schools save by abolishing some of the very worst in which the attendance is almost *nil*."

Hooshiarpore.—Female Education has never prospered much in the Hooshiarpore District and the Deputy Commissiner sees no present means of effecting any improvement. Mr. Perkins reports of his Girls' Schools as follows :—

" The number of girls under instruction remains much the same as before. I am not able " at present to suggest any feasible plan for rapidly extending Female Education. The Schools in " existence have all been inspected once and some of them several times by an English lady ; and " the education given has been found to be so elementary as to discourage me from pushing " the subject just now, as I feel convinced that money can easily be spent, but can with difficulty " be spent to good purpose."

Kangra.—I saw some of the Female Schools in the Kangra District and can quite agree with the Deputy Commissioner as to their inefficiency. The remedy proposed by Major Paske is undoubtedly the only one likely to effect any real improvement. Major Paske writes thus :—

" The condition of the Female Schools generally is very indifferent ; so much so that I think a " large number of them should be closed ; the Teachers draw their pay and do little or nothing. It has " been aptly remarked that Male Teachers will never establish or maintain Female Schools in this " Country. Female Teachers must be secured before any progress can be made in Female Education. In " this view a Female Normal School is being established at Kangra under the auspices of the Kangra " Anjuman. Well trained Female Teachers are to be secured from other Districts and a certain " number of stipendiary Female Students are to be admitted on the condition that when trained they " will take service as teachers. I propose closing a certain number of the most indifferent among " existing Female Schools and appropriating the saving thus effected as a grant for the maintenance " of the new Female Normal School the successful establishment of which I consider to be a matter " of vital importance in the interests of Female Education in this District."

Amritsar.—The Amritsar Schools are really twelve in number, but only two have been entered in the returns which I have received from your office. In my report last year I noticed that the Deputy Commissioner mentioned 13 new Schools no return of which had been sent to my office, so that I could not say in what manner they were supported. I have since ascertained that these Schools were originally started on the understanding that they should be supported for one year from private subscriptions and after that if they proved successful be provided for by Government ; at the expiry of the year no other means presenting itself the salaries of the Teachers were paid from the savings effected by the reduction of 11 Boys' Schools. They are therefore now Government Schools and should be entered in this table. The Deputy Commissioner reports of the Girls' Schools as follows :—

These returns were compiled from the monthly statements submitted by the Inspector in which only 2 Schools were entered.—W. R. M. HOLROYD, D. P. I., P.

" There are in all 12 Female Schools in this District including one received with the " Buttalla Pergunnah. In 2 of these, Goormookhi is taught, in 1 Hindee and in 9 Urdu. In the " former 3 the progress has been very good, but of the progress in the latter nothing can be said, " owing to the pupils devoting the most of their time to reading the *Koran* instead of dividing it " equally to the study of other subjects."

One of these Schools is situated in the Town of Dera Baba Nanak and is intended for the daughters of the Bedees who reside in great numbers in that Town. This is the only one of the Schools that I visited. I found that it was attended by a number of infants, mostly daughters of the best Bedee families and that nothing worthy the name of Education was being imparted in it.

Goordaspore.—The Goordaspore District contains two Girls' Schools. One situated in Deenanugur is really a very promising institution. When visiting it I happened to take with me a number of a vernacular newspaper, which 3 or 4 of the girls read fluently, and a passage of which they wrote correctly and neatly from dictation. Several other girls were able to read and write fairly. Some of the most advanced girls had left the School previous to my visit, but the interest taken in their studies was shewn by the circumstance that one of them, who had been married and had gone with her husband to his home in a neighbouring Village, came over in order to be present and display her proficiency at my examination. The other School though well attended by a good class of girls has made no real progress.

Lahore.—The Lahore District contains 10 Schools, 8 of which are situated in the Town of Kasoor. These 8 and 1 other are almost quite worthless. One, situated in Lahore itself, is in very fair order; several of its pupils can read and write tolerably well.

Ferozepore.—In this District there are still 8 Schools. Of these the one at Dhurmkote is, as before, much the best, but little progress has been made in it during the year. Three or four others are doing pretty well and give promise of improvement. One is decidedly bad.

Mooltan.—I visited the Mooltan School in company with Mr. Barkley, the Deputy Commissioner, and was sorry to find it in almost precisely the same condition as when I visited it two years before. The elder girls were the same that I saw at my first visit which shews that the Teacher had done absolutely nothing for two years. The cost of Education in this School is higher than in any other in the Circle.

Montgomery.—The most satisfactory feature that I found in the state of education in this District was the condition of some of the Girls' Schools. Of the 20 existing I visited 11, several of which gave promise of becoming really efficient. One at the old station of Googaira, was really very promising. The Teacher, a woman, displayed an unusual anxiety to improve her knowledge, and expressed a wish to be sent to the Normal School lately established in Lahore She had infused her spirit into her pupils, many of whom read Hindee well and had commenced to learn the Persian character.

The want of Teachers is the great difficulty.

76. The great difficulty in the way of the progress of Female Education is the one touched on by Major Paske in his remarks quoted above, viz: the impossibility of procuring proper Teachers. It is necessarily in very rare cases that efficient Male Teachers can be entrusted with the work and properly qualified Female Teachers do not exist. The most essential step then that should be taken is the establishment in few central places of good Normal Schools for Female Teachers. This is I believe about to be done immediately; I need not therefore dwell longer upon it here.

Jail Schools. General Statistics.

77. Owing to the non-receipt of the annual returns for the Montgomery Jail the totals for the Jail returns of this Circle were not made up when I received the tabular statements from your office. But from my own office returns I find that the number of prisoners under instruction at the end of the year under report was slightly less than at the end of the previous year. The number of men in the 5th and 6th classes has, however, very largely increased and this, taken in connection with the fact that a considerable number of the more advanced prisoners has been released during the year, shews that the progress made has been very satisfactory. At the end of March 1868 there were 29 men in the 5th and 271 in the 6th class, against 17 and 139 which were the corresponding numbers at the end of the preceding year These men should all be able to read and write Urdu with ease; the number of advanced students has thus increased from 6 to 12 per cent. of the whole. The 7th class, consisting of men who can read a little and write easy words, contains 278 men against 363 in the preceding year. The whole number of men therefore who could read and write more or less has increased from 20 to 24 per cent. Still further progress may be looked for as the subject of Jail Education is attracting more attention from District Officers than it formerly did, and the system of rewards for progress that has been introduced in most Jails has rendered Education more palatable to the prisoners.

The Inspector General of Jails has acted upon the suggestion I made in my last report that a register should be kept in all Jails to shew the number of prisoners who learned to read and write during their confinement, but his order on the subject was issued too late to be of use for the present report.

Details. Jails.

78. I will give a few details regarding some of the

Jullundhur.—Mr. Elsmie gives the following report of the progress in the Jullundhur Jail :—

"There are now 120 prisoners under instruction in the Jail. They have recently been "examined at my request by Extra Assistant Commissioner Syud Hadi Hosein. He is of opinion "that the progress made is very creditable; this opinion coming from a native Gentleman with "Hadi Hosein's reputation for scholarship is satisfactory; 5 of the prisoners are able to read "Kissa Punjab Singh and to work sums in division, 10 can read the Karima and work addition "sums; 12 read the Tahsil ul Taleem. The remainder are beginners. It is satisfactory, however, "that even 27 prisoners have learnt to read during the term of their imprisonment."

Kangra.—The progress in the Kangra Jail appears from Major Pasko's remarks, given below, to have been anything but satisfactory :—

"Special circumstances interfered with the instruction of prisoners confined in the Jail at "different periods during the year, hence the average number of prisoners receiving instruction "fell from 38 in 1866-67 to 28 in 1867-68. During May and June 1867, the prisoners were "twice moved out into camp consequent on the appearance of cholera in the Jail, during these "months education was overlooked, also later in the year Jail discipline was injuriously affected "by the misconduct of the Darogah and Moburrirs."

Amritsar.—In the Amritsar Jail Doctor Henderson's constant attention has caused considerable improvement. A properly qualified teacher has been appointed, and about 50 of the prisoners have learned to read and write more or less.

Gurdaspore.—Considerable improvement has taken place in the Gurdaspore Jail, but I see that an evident error has been made in the returns which represent all the prisoners as learning Persian, the actual number being only 7. Thirty-eight of the prisoners, all I imagine boys in the (so called) Reformatory are learning English.

161 is the number entered as learning Persian in the statement furnished by the Deputy Commissioner.—W. R. M Holroyd, D. P. I., P.

Lahore.—The Lahore Jail returns include those for the female Penitentiary, but do not show how many of the students belong to the latter. In future returns it would be well to give the statistics for the penitentiary in a separate line. In the Central Jail the educational arrangements are excellent, no fewer than 179 men being in the 6th class, upwards of a hundred more than at the end of the previous year, although a large number of men from this class were released during the year. I examined the women in the female penitentiary very lately and was pleased with the progress that had been made. Some difficulty is felt in procuring a proper teacher for the women, but this may I think be overcome. I recommended a woman for the purpose to the Superintendent but I have not heard if she has been appointed. The Thuggee department is also under the Superintendent of the Central Jail, and contains a promising little School, but I am not sure if the present returns include the statistics regarding it.

The Inspector should carry out this suggestion in his monthly returns.—W. R. M. Holroyd, D. P. I., P.

The Inspector should submit a separate monthly return of the Thuggee School.—W. R. M. Holroyd, D. P. I., P.

Ferozepore.—This Jail is in fair condition, a considerable percentage of the prisoners having learned to read and write, but it has not made as good progress in former years.

Mooltan.—The School in this Jail is one of the best in the Circle, and contains the most advanced students, no fewer than 25 being in the 5th class, and 35 in the 6th. The women also receive instruction here, and several whom I examined were able to read a little. The School has received much attention from Doctor De Renzy who was in charge of the Jail during the greater part of the year.

Montgomery.—Little has been done in the Montgomery Jail, though 12 men are returned as belonging to the 6th class The construction of the new Jail on which a large number of the prisoners is employed has no doubt interfered much with their education.

Aided Schools Colleges.

79. One private College only exists in this Circle, viz., the one in Lahore belonging to the American Presbyterian Mission. The number of students in this is 9 or one less than at the end of the preceding year, but the average daily attendance for the year is only 6, instead of 11 in 1866-67, and the average daily attendance is the same, that is 6 only; consequent on the diminished attendance there has been a great increase in the cost of education which has risen from Rs. 667 to Rs. 1,085, though the cost to Government has slightly fallen. In my last report I noticed the very small amount realized in fees in this institution For 1866-67 the total of the fees was Rs. 112-12, but in the year under report the amount realized was only Rs. 22-12. The rate at which fees are levied is only 4 annas a month or half the minimum rate for the Junior classes in the Government School. Whatever may be the arguments in favor of levying a very low rate of fees in the Mission School, they can scarcely apply to the students of the College, most of whom receive from Government, scholarships equal in amount to those given to the students in the Government College who are required to pay a fee of Rs 2 a month. It appears to me then that a higher rate of fee might fairly be insisted upon in the Mission College, at any rate from those students who receive Government scholarships.

Private Schools of the higher Class.

80. Private Schools have been classified this year in the same manner as Government Schools, and their branches have been separated and entered in the returns of the lower class of Schools. Instead therefore of 9 Schools containing 2,537 boys with an average attendance of 2,225, there are now only 3 Schools of the higher class containing 596 pupils with an average attendance of 427. As in the case of Government Zillah Schools, these changes have raised the cost of education very considerably, the average total cost for the three Schools having risen from Rs. 20 to Rs 49, and the cost to Government from Rs. 8 to Rs. 22.

American Mission School, Lahore.

81. The Lahore Mission School has improved in attendance during the year, the number of names on the books at the close of the year being 249, while the average number for the whole year was only 195. The cost of education in this institution is high, being Rs. 59-5-4 though the cost to Government is only Rs. 28. An excellent education is however imparted in it, and the staff of teachers is large and efficient. At the Entrance Examination of the Calcutta University 3 candidates presented themselves of whom 3 passed.

Church Mission School, Amritsar.

82. The Amritsar Mission School has made decided progress during the year under the management of the Reverend T. Storrs the former, and the Reverend C. E. Storrs the present superintendent, both of whom have devoted nearly all their time to it. At the last Entrance Examination 3 students of this School were candidates for matriculation of whom 2 passed. Oriental studies receive more attention now than formerly, but much might still be done to improve this branch of the School course. The cost of education Rs 64 is high, higher indeed than in any other Mission School.

American Presbyterian Mission School, Jullundhur.

83. The Jullundhur Mission School is one of the best taught and best managed Schools in this Circle. The English classes read with a remarkably good pronunciation, and have been well taught to understand and analyse what they read. Persian is carefully taught though in this the present boys are not so far advanced as some of the pupils of two or three years ago were. The cost of education in this School is very low being only Rs. 31 or less than half the cost in the Amritsar School.

Private Schools of the Middle Class.

84. The redistribution of the Schools into classes and the different mode of making up the returns make it difficult to do much more in this report than compare the present condition of each School with its state at the end of 1866-67. The Middle Class Schools as before are divided into two kinds, those wholly under private management and the Elementary English Schools attached to Government Vernacular Schools. Of the former the change in classification and the addition of the Hindu School in Lahore which received a grant for the first time during the year have raised the number from 9 to 13. The returns for two of the Schools of this class, the Lahore High School and the Regimental School of the 4th Ghoorkhas at Bukloh, not having been received in time the totals of this table were not made up when the returns were sent to me. I can therefore do no more than give a few details regarding each School.

Adult Schools.

85. There are still two Adult Schools in Lahore, one independent and the other in connection with the American Presbyterian Mission. The former has slightly increased in attendance, the number of students at the end of the year having been 61, but in the latter the number has fallen from 72 to 50 and the average attendance from 55 to 36. The cost of education in both Schools is now nearly the same, the cost in the independent school having fallen from Rs. 18 in 1866-67, to Rs. 12 in 1867-68. These Schools are useful and popular institutions, and give a good English education at a low expense to men whose age and occupations prevent them from attending the regular Schools.

Lahore High School.

86. No returns as I said before have been received from the Manager of the Lahore High School for boys of European parentage, but I have had occasion to visit the School and can report very favorably of its progress under its present Headmaster, Mr. Thompson. The new School house, a very handsome and commodious building, is now completed and occupied by the boys.

Anglo-Sanscrit Patshala, Lahore.

87. The Anglo-Sanscrit Patshala has been augmented by the addition of a Bangali class containing 17 pupils, some of whom are girls; this portion of the School, the pupils of which are mostly very young, has been fairly taught and has made some progress. No great progress, however, is observable in the older portion of the School, which has been injured to some extent by disagreements between the members of the Committee. The amount realized in fees has considerably increased during the year, and the cost of education has also increased from Rs. 10 to Rs. 17 which is high for an institution for the instruction that is given.

Church Mission School, Kangra.

88. When I visited the Kangra Church Mission School at the beginning of the year under report I found it in anything but a satisfactory condition; a few boys had been rapidly pushed on in English and were reading books above their capacity to understand, while the rest had been comparatively neglected, and the Persian Department of the School was almost altogether disorganized. I am happy now to be able to report that at a recent visit I found the School very much improved in every respect and promising to make still further progress under its present Manager, the Reverend J. P. Menge. The attendance has considerably increased, and the cost of education has diminished, though, owing to the separation of the Branch School, the amount shewn in the return this year is slightly higher than last year. The fees taken in the School are very small, and probably a larger amount could scarcely be realized in a place like Kangra.

Church Mission Male Orphanage, Amritsar.

89. The number of Orphans in the Boys' Orphanage has diminished from 26 to 20. It seems indeed to be steadily diminishing, and there appears to be no source from which it can be recruited. The education given in this institution is a good one, but as the number of boys is so small it is very costly, and it is questionable whether so large an outlay should be incurred when the Mission possesses so excellent a School in the city where the elder and more advanced boys might be taught without any additional expense. This arrangement is under the consideration of the Mission.

It has been carried out since the close of the year.—W. R. M. HOLROYD. D. P. I., P.

Church Mission School, Jhandiala.

90. The Jhandiala School has slightly improved in attendance but in other respects I found little progress The fees have increased, and the cost of education has fallen by about 2 Rs.

American Mission School, Jullundhur Cantonments.

91. The School in the Jullundhur Cantonments was formerly supported by subscriptions from residents of the bazar, and managed by a native Committee under the control of the Cantonment Magistrate, but it never thrived properly as the subscriptions were irregularly paid and little interest was shewn in it by any of the persons concerned. It was well therefore for the School that the Reverend Mr. Goluknath came forward and undertook to take over the School as a Branch of his large one in the city. It has thus been since December 1867, under his charge, and though it is entered separately in this class it is really of much the same standing as his Branch Schools that are entered in the table of Lower Class Schools, its only distinction being that a separate grant is given for it. The attendance has considerably increased under Mr. Goluknath's charge and in other respects improvement has taken place.

Anglo-Vernacular School, Ferozepore Cantonments.

92. The Ferozepore Cantonment School has made steady progress ever since its foundation by Captain Autchley, and its highest class is now the 4th of the Zillah School scheme of studies. The Teachers have done their work conscientiously and well, and the native Committee has managed the School carefully. The attendance has increased, and the cost of Education is less than in many inferior Schools.

Church Mission School, Mooltan.

93. The Church Mission School at Mooltan has made some progress during the year, and has been very fairly taught, the highest class being equal to the 4th of Government Zillah Schools. The number of pupils has slightly increased but the attendance seems very irregular, an average of more than one-third of the boys being absent daily. The cost of Education here is higher than in most Schools of its class.

Church Mission School, Shujabad

94 I was not able to see the Mission School at Shujabad during the year but from some conversation I had with the Reverend Mr Yeates about it I gathered that it has made fair progress The number of boys has remained much the same as before, but the cost of Education has increased from Rs. 10 to Rs. 15.

Regimental School, 4th Goorkhas, Bukloh.

95 I have no information of the condition of the Regimental School of the 4th Goorkhas at Bukloh, as I have not been able to visit it, and have not received the usual annual returns from the Manager.

Hindu School, Lahore.

96. The Hindu School was established in Lahore at the time when the conversion of a Hindu boy caused a very large number of boys to leave the Mission School. At first it was connected with the Oriental University, but when the managers of that institution found it necessary to reduce their expenditure the Hindu School was established on an independent footing, and from the 1st May 1867 it received a Government Grant-in-aid. 171 boys attended it at the close of the year. The course of study adopted in it corresponds closely with that prescribed for Government Zillah Schools, and all the classes from the 1st to the 10th are complete. Some boy went up to the last Examination for Entrance to the Calcutta University but all were unsuccessful.

Elementary English Schools attached to Government Vernacular Schools; number of Schools.

97. Of the Elementary English Schools attached to Government Vernacular Schools that appeared in the returns for 1866-67 three have been closed, viz: those at Nawakote in the Lahore, and Luliana and Para in the Kangra District, and one at Reya, was transferred with the Tahseel of that name to the Rawulpindee Circle. On the other hand a new one has been opened at Palumpore in the Kangra Destrict and another at Turn Tarun in the Amritsar District. The whole number has thus been reduced from 23 to 21. At the beginning of the year a School of this class was opened at Pathankote, but it did not exist many months.

Other Schools not included in the returns.

98. Besides the Schools that are entered in the returns, several have been established that, not having yet received Government aid do not here appear. Such are Schools established at Sham in Hooshiarpore, at Noormahal in Jullundhur, and Deonanuggur in Goordaspore. There is also the School, to which I alluded in para 77 of my last report, established by Mr Shaw at Kangra near Dhurmsalla. This School after being open for several months was obliged to be closed last summer in consequence of the panic caused by cholera which drove the greater part of the Villagers into the higher hills. After this Mr Shaw found the greatest difficulty in procuring and keeping a properly qualified teacher, but at last in January a man was appointed and the School has since been doing well.

Usefulness of these Schools,

99. It does not appear necessary for me to go into details regarding each of the Schools of this class. They were established for the purpose of giving an Elementary English Education, and this they appear to do very fairly. In a few of them, as at Sharrakpore in the Lahore District, the instruction is very elementary indeed, but in most it reaches up to the 6th class of Zillah Schools, and in some up to the 4th. Individually perhaps the work effected by these Schools is of little importance, but if properly managed as part of the educational system of the District they may be made to play a very valuable part. They should fulfil for the District the functions that Branch Schools are intended to perform for the distant parts of the large Towns, by bringing the means of elementary instruction close to the houses of the people, and their students when they have advanced as far as the teacher can effectually carry them, should be transferred to the Zillah School either with a scholarship or at his own charges to complete his education. This system has been carried out with excellent results in the Jullundhur District, and as far as funds admit will be introduced throughout the Circle. I cannot therefore altogether agree with the remarks of Major E. Parke on Schools

of this class, though I think that great caution should be exercised in opening new Schools where there is little prospect of the system I have above described being efficiently carried out. Major Paske writes as follows :—

" I am myself disposed to deprecate the tendency to multiply the number of so called " English Schools, that is Schools in which English is taught. Funds at our disposal will not allow " of the appointment of good English teachers for so many Schools, and without efficient teachers " instruction in English should not be attempted. English is a special study not contemplated " in the scheme of Education ordinarily imparted to native boys. Let there be, as there usually is, in " every District one good Zillah School in which English is taught by efficient masters and let those " who desire to study this special branch come and learn in the Zillah School. But let our Town " and Village Schools remain as they are, institutions in which the masses of the rising generation " may acquire an elemantary education through the medium of their own Vernacular. So called Eng- " lish Schools presided over by native teachers on Rs 30, or 40 per mensem, who accept such small " salaries for the reason that they themselves have been but half educated in English and are ill " fitted to teach the language, are in my opinion a mistake. In such Schools boys acquire a " smattering of bad English, the only use of which they make is to address ridiculously expressed " petitions to the authorities, claiming on the score of their English education, appointments they " are utterly unfitted to hold ; moreover led away by a false estimate of their acquirements " they neglect and look down upon the occupations they are best fitted to fill. No teacher of " English should be appointed on a salary lower them Rs. 80 or 100 per mensem for no really efficient " teachers can be secured on a lower salary."

In regard to the above remarks, I may observe that Major Pasko does not appear to know the effect that the progress of English education has had in reducing the price of educated labour. The fact is that English teachers quite qualified to teach up to the 5th and 4th classes of Zillah Schools can be procured for Rs. 40 and even 30 a month and two of my most efficient Head-masters of minor Zillah Schools are receiving only Rs. 70 and 80 per mensem.

Gardening School at Jullundhur.

100. One School only appears to call for special notice and that is the gardening School at Jullundhur ; the condition of which is described by Mr. Elsmie in the following words :—

" This School continues to make satisfactory progress. It was recently carefully examined " by Captain Hare and the following is his report :—

" I inspected this School and held examinations on the 11th, 12th and 14th instant. There " are 47 names on the register, present 42. In the 5th class there are 9 boys who are able to read Persian " petitions with fluency, and their Urdu reading was good and they have evidently been carefully " taught. They are not as well advanced in Arithmetic as they should be, not being able to do " a rule of three sum correctly and they could not reduce Rupees to pies rightly either. The master " Hashim Ally apparently gives too much time to Persian and Urdu reading. There are 7 boys in " the 6th class and they read Urdu well and did easy sums in reduction without a mistake. There " are 10 boys in the 7th class who read fairly, the remainder are in the 8th class. I also examined " the boys in English. There are altogether 30 boys learning English. 4 in the 8th class read pret- " ty well but their accent is not at all good ; still they have made progress and know more than " sufficient to enable them to read the names of flowers which I presume is all that is required of " them as gardeners. There are 8 boys in the 9th class and 18 in the 10th. The School is certain- " ly flourishing and fulfils its objects. More attention should however be paid to Arithmetic."

Private Schools of the lower class.

101. The returns for the lower class Aided Schools contain now 25 Schools besides the Vernacular Teachers of the Lahore Society for promoting Useful Knowledge. The Schools were attended on an average by 2,174 boys, who contributed Rs 584-3-9 in fees. The cost of education was very low.

Branches of Jullundhur Mission School.

102. Three Branches of the Jullunddhur Mission School. They are rather superior to the majority of Branch Schools at any rate in the instruction given in Oriental subjects. All the 232 boys learn Urdu, and 111 of them learn Persian also, in which a good number have advanced to the Gulistan and Bostan. A few have just made a commencement of English. These Schools are represented as costing nothing to Government, though in reality they are supported partly by the grant assigned to the large Schools with which they are connected.

Branch School, Kangra.

103. The Kangra Branch School is also rather above the average—English and Persian are taught in it up to about the standard of the 6th class of Government Zillah Schools, and the instruction given is very fair.

Amritsar Mission Branch Schools.

104. The Amritsar Mission Branch Schools are of the most elementary description. They are 4 in number and contain 517 boys all of whom learn Lunda or Bazaar accounts. About a quarter of them have just made a commencement of English and Urdu. Mr. Storrs has lately remodelled them, and as he gives them a great deal of attention, they will very probably make good progress.

Lahore Mission Branch School.

105. Fifteen of the Schools of the lower class are Branches of the Mission School at Lahore. They contain 1,023 boys of whom 1,017 are learning English, a larger proportion than in any other Schools of the class whether Government or private. Very small fees are taken in this School, the average being about 4¼ pie a month for each boy. The cost to Government of Education in these Schools is slightly higher than the average cost to Government in Government Branch Schools.

Anglo-Vernacular School Mean Meer Cantonment.

106. The Mean Meer Contonment School is this year entered in this grade though it seems from the returns to be in somewhat better condition than at the end of the preceding year. The attendance, the number of English scholars, and the fees, have increased slightly, while the cost of education has been reduced by nearly 6 rupees.

Vernacular lectures at Lahore.

107. I have not had an opportunity of ascertaining exactly what have been the subjects of the Vernacular lectures given by the Lahore Anjuman, or Society for promoting Useful Knowledge, towards which Government has contributed Rs. 310. I imagine they have been principally, if not entirely, of a literary character, probably were recitations of original poetry; and I fear the returns of the attendance on them cannot be regarded as quite trustworthy.

Church Mission School, Dhurmsalla.

108. The Church Mission School at Dhurmsalla has fallen off in attendance during the year but in other respects has done fairly. It is largely attended by the sons of Sepoys in the Ghoorkha regiment at Dhurmsalla. The education given in it is quite elementary, but is tolerably good as far as it goes.

Private Female Schools.

109. Private Girls' Schools have decreased in number from 402 to 233 principally by the reduction of the Schools in the City of Lahore to which I shall allude hereafter. The number of girls has decreased in like manner from 7,962 to 5,221. This decrease presents no cause for regret as though the Schools are fewer, the efficiency of those that remain is greater, and the attendance is more real though the number of girls is nominally less.

Hindu Female Schools in the Jullundhur District.

110. I have no information regarding the Hindu Girls' Schools in the Jullundhur District beyond what is contained in the following extract from Mr. Elsmie's report:—

"There are still 42 Hindu Female Schools on the Grant-in-aid system. These contain "nominally about 900 scholars. The Schools have all been inspected by the Chief Mohurrir and "some of them are in a very fair state of progress sufficient to warrant their continuance."

Church Mission School, Kangra.

111. The Church Mission Girls' School at Kangra has made very good progress during the year. It is most carefully taught, and a considerable number of the girls can read well at sight and have made some advance in Geography and Arithmetic. The girls are mostly very young but seem bright and intelligent.

School managed by native Committee under Deputy Commissioner, Kangra.

112. Major Paske in the passage quoted above in para. 75, gives some account of the Female Schools in the Kangra District. I need only here mention that I have since been at Kangra and have ascertained that the Normal School established under the auspices of the Anjuman is doing really effective work. The School is taught by a well educated native Christian woman, and is frequently visited by an English lady, who takes great interest in it and assured me that it is making fair progress. This energetic and enlightened action of the

Kangra Anjuman contrasts well with the reluctance of the native Committees of some large places to introduce real efficiency into their system of education, and seems to deserve the marked approval of Government.

Church Mission Female Orphanage, Amritsar.

113. The Female Orphanage at Amritsar has made real advance during the year. I have for several years remarked the want of progress always displayed by this institution, and I have now great pleasure in recording that it is in a far more satisfactory state than formerly. Two well qualified teachers have recently been obtained for it from a training School in Calcutta, and they have in a short time very greatly improved its condition. I trust next year to be able to give a good report of it.

Lady Lawrence Girls' Schools, Amritsar.

114. The Lady Lawrence Girls' Schools, 8 in number, have worked efficiently during the year. I was much pleased with my examination of them in Reading, Writing, Geography, and Arithmetic. The Manager has opened a Normal Class in connection with these Schools, in which the older girls are induced to remain on small stipends and are trained with a view to eventually becoming teachers.

Schools managed by native Committee, Amritsar.

115. The Schools managed by the Sikhsha Sabha of Amritsar show a very slight falling off in attendance, but are substantially in the same condition as formerly. After considerable persuasion, the native Committee has agreed to reformations which, by closing all those Schools which are merely nominal, will place the remaining ones on an efficient footing under an European lady superintendent, who will also teach in the Normal School; but they are unwilling to introduce the change until the Schools as they at present exist have been inspected and reported on by some competent person, so that their past endeavours to promote Female Education may not go without recognition. This is only reasonable. I have been assured by a lady who has visited several of their Schools, that though some are quite worthless, others are really doing well.

Schools managed by native Committee, Lahore.

116. In the Lahore Schools a very great reformation has been effected chiefly through the exertions of Mr. C. U. Aitchison, late Officiating Commissioner of Lahore and yourself. A very large number of the Schools which were consuming large sums of money without any adequate results were closed so that the number was reduced from 173, with a nominal attendance of 2,497 to 7 with an actual attendance of 138 girls. These are under the supervision of the lady who has charge of the Normal School. The new arrangement is as yet quite recent but appears to work well, and from the periodical progress reports, the girls seem to be really learning something.

American Presbyterian Christian Girls' School, Lahore.

117. The Lahore Christian Girls' School is doing well. The number of pupils has increased from 31 to 40, and the instruction given is good and practical.

School for Girls of European parentage, Anarkullie.

118. The Anarkullie Girls' School continues much in the same state as usual, and calls for no special notice.

Church Mission School, Mooltan.

119. I was not able to see the Schools belonging to the Church Mission at Mooltan. The lady who had charge of them thought my visit might be injurious to them, and I did not like to press the subject. I am satisfied, however, that they are carefully looked after, and though no great progress has been made I have no doubt they are useful.

Schools managed by native Committee, Ferozepore.

120. The 5 Schools managed by the Ferozepore Native Committee are quite worthless for all educational purposes. At the invitation of the Committee I visited them all, and found that the sole instruction give was to teach the girls to repeat their religious books by rote. I urged the Committee to do their utmost to introduce some more useful system of instruction, and they promised that they would do so The result, I have since heard, has been that one girl has commenced the Persian Alphabet.

Indigenous Schools.

121. The return for Indigenous Schools is sent with this report as usual. Regarding the great mass of these Schools I have nothing more to report than I said last year. Every endeavor has been made to induce the proprietors of those Schools to improve their system of instruction

and accept grants from Government under Act XIV. of the Revised Code, but they shew no inclination to do either. Three Schools, however, require particular mention. Two of them I referred to last year, namely the School of Moulvi Mahomed Ali Shah at Futtehgurh, and that of Khalifa Ibrahim in Jullundhur. The third is the Moravian Mission School at Kailang in British Lahoul.

Futtehgurh School.—In para. 8 of my last report I gave an account of the origin of Moulvi Mahomed Ali Shah's School. This School is now quite equal to an average Government Town School. At the General Examination held in Lahore in March last some of the boys from this School acquitted themselves very creditably, and one or two of them obtained prizes.

In the Athletic sports which followed the Durbar several of the boys took part, and though they did not obtain any of the prizes, they displayed an activity and energy which the alumni of a Mahomedan School seldom exhibit. The teacher is a son of the Moulvi, and has received some training in the Lahore Normal School.

Jullundhur School.—Khalifa Ibrahim has loyally redeemed his promise to impart to his boys some instruction in Arithmetic, &c. To do this he has engaged an Assistant who has taught the boys some Geography, History and the first 4 rules of Arithmetic.

The Khalifa, however, finds great difficulty in obtaining a man qualified to teach these subjects, as most of the trained men prefer Government employment, and he has applied to the Deputy Commissioner to take into his own hands the appointment of an efficient Assistant, paying his salary out of the Government grant of Rs. 120 a year.

Moravian Mission School, Lahoul.

122. In former reports I have given an account of the efforts of the Moravian Missionaries in Lahoul to establish a School—efforts which proved so fruitless that they were at last almost abandoned in despair. In 1866, however, when Mr. Forsyth visited Spiti, he found that in the whole valley, there was but one man, and he an elderly one, who understood any thing of Urdu, and that if he were to die there would remain no one who could interpret for European officers and his countrymen. He directed therefore that 2 boys should be sent from each Kothi or township to a School which he proposed to establish at Kailang. A similar order he gave for the people of Lahoul He then applied to this department for the means of establishing this School, but Major Fuller, considering how difficult supervision would be if the School were directly under the Deputy Commissioner, advised that it should be placed under the charge of the Missionaries at Kailang and receive Rs. 300 a year as a grant under Act XIV. This plan was adopted, and in August last I visited the School and found between 30 and 40 boys under instruction many of whom had commenced to make very fair progress. As nearly all came from a distance, comfortable quarters had been provided for them and they were supplied with food and fuel by the Zamindars of the townships to which they belonged. The educational staff consists of a well qualified Persian-Urdu teacher on Rs. 25 a month, and a Thibetan teacher on Rs. 10. The whole arrangements are very carefully superintended by the Missionaries who live close to the School house. The Reverend A. W. Heyde who has charge of the School has sent me the following interesting account of its progress since I saw it last. I cannot only echo his wish that the School may be continued as at present for two years more, but also hope that it may be established on a permanent footing. I would suggest that the contributions of the Zamindars to the support of the boys be taken in lieu of their payment to the educational one per cent cess. Mr. Heyde writes:—

"The School has flourished well till now. Considering that it is only 19 months in "existence, the boys with 6 or 8 exceptions have made very good progress in Urdu as well as "Thibetan. Some of the Urdu-learning Thibetan pupils are able to translate in writing correctly "long sentences from Thibetan into Urdu. In Arithmetic 7 of the Urdu class have got "through simple multiplication; the same seven knowing also almost the whole book of "Geography of the Panjab by heart, being able at the same time to point out well the moun-"tains, rivers, places, &c., on the map. This is much for Lahoul boys. My fervent wish is "that the School may last under the present arrangements at least for 2 years longer, when "some of the best pupils might be placed indifferent localities of Lahoul to teach other boys, "who then perhaps would come spontaneously in order to be instructed, caring for their own "food. I hope the Lahoulis will be found willing to support their boys for one or two years "longer in spite of the complaints of some, which arise chiefly from the fear that the boys now "taught will one day supplant those now in authority as headmen of Kothies, &c."

Government Normal Schools.

123. The Normal Schools in this Circle continue on the same footing as last year. There is a large School at Lahore with preparatory classes at Lahore, Hooshiarpore and Mooltan. The number of pupils fluctuates but slightly, the Hooshiarpore class alone shewing any considerable falling off. The cost of education in Lahore has fallen from 179 Rs. to Rs. 142, and the

cost to Government from 104 Rs to Rs 80 In Mooltan a similar reduction of cost has taken place, but at Hooshiarpore owing to the small number of pupils the cost has more than doubled. I propose to recommend the closing of the Persian class at Hooshiarpore as the men who form it can equally well go to Lahore but it will for some time be necessary to maintain a Hindee class at that place to meet the requirements of the Hindee Schools in the Hooshiarpore and Kangra Districts These Schools are however year by year diminishing in numbers, and will probably ere very long almost cease to exist.

Examination for certificates.

124 In April and October the ordinary examinations for certificates were held in the usual manner In the former of 14 candidates, 3 obtained certificates of the 2nd grade, 7 of the 3rd grade, and 4 of the 4th grade In the October examination it was found that one of the students had fraudulently obtained copies of the questions from the Educational press where they were being printed and had communicated the information to nearly all his classfellows, one of whom reported the circumstance to Moulvi Karim-ud-din The whole examination was thus vitiated and no certificates were granted

Examination of elementary classes

125. The examination of the elementary classes have not been by any means satisfactory, and shew that a very inferior class of men are sent in for training by District Officers In the Lahore class of 56 students 7 only passed, in Hooshiarpore 4 passed out of 9, and in Mooltan 2 out of 13 Thus out of a total of 78 men, all of whom had been 6 months and some more than a year under training, only 13 succeeded in passing a very elementary examination For these very unsatisfactory results I cannot blame the teachers, who are competent and hardworking and over whom a constant and careful supervision is exercised I can only attribute them as I said before to the negligence of the Chief Mohurrirs in their selection of the men they send in for training and I once more urge upon Deputy Commissioners, the necessity of exercising greater vigilance in this matter, without which very much valuable time and money must annually be wasted

Something must be attributed also to the want of sufficient inducement to qualified men to offer themselves as candidates for employment in the Department — W. R M HOLROYD, D. P I, P.

Unhealthiness of Lahore Normal School buildings

126. One matter connected with the Lahore Normal School requires to be urgently brought to notice It is the extreme unhealthiness of the School buildings At all times of the year a large number of the men remain sick and unfit for work, but during the months from July to November, the sickness is so great as quite to disorganize the School This has now become so notorious that men dread the order to go to the Normal School as a sentence of death and it is only by great pressure that they are induced, or rather forced to go there The buildings are so convenient, and, situated as they are in the Hazooree Bagh, so picturesque, that I imagined at first that this unusual sickness arose from accidental and temporary causes, and therefore I have hitherto abstained from officially reporting it But now it seems so constant that there can be no doubt it is caused by the situation of the building and I fear it will be absolutely necessary to remove at any rate the quarters of the students to a more healthy site

The Inspector and Deputy Commissioner will be consulted regarding the measures that should be taken — W R. M. HOLROYD, D. P. I, P.

Private Normal Schools

Female Normal School, Lahore

127 There are as before 3 private Normal institutions of which I shall report separately. The first is the Normal School for women managed by the Sikhsha Sabha at Lahore Up to nearly the end of the year no reliable information was procurable regarding this School and though we heard occasionally of work done in it, and were shewn specimens of writing and needle work done or supposed to be done by the students, no inspection even by ladies was permitted by which the reports made could be tested Since then, through the influence of Mr Aitchison and yourself, a more healthy system has been introduced, and the School has been placed under the charge of a lady who teaches it with the assistance of some educated Native women. At the close of the year 1866-67, the number of pupils was only 16, 8 of whom were Mahomedans and 8 Hindus At the end of 1867-68, the number had increased to 54 of whom 24 were Mahomedans and 30 Hindus A fair commencement of work has been made, and there is every reason to hope that the School will prove efficient

Amritsar Female Normal School.

128 The Amritsar School on the other hand remains in almost precisely the same state that it was in at the end of 1866-67 The native Committee have agreed to adopt a similar arrangement to that which obtains at Lahore, but no lady competent to undertake the charge has yet been found and the School therefore remains in *statu quo*

Normal School of the Vernacular Education Society.

129. The Christian Vernacular Education Society's Normal School at Amritsar continues to flourish under the excellent management of Mr. Rodgers. A batch of 5 or 6 students having completed their course of study during the year, have obtained employment in various Mission Schools, and have been found very efficient. Fresh students have taken their places and the number at the end of the year under report was one higher than at the end of the previous year. The cost of education is very high being more than double than in the Lahore Normal School.

Conclusion.

130. I have now reported on classes of Schools in this Circle. Annexed is a list of the native officials and gentry whom I recommended to the favorable notice of Government. Before concluding I must express my regret that this report should have been so long delayed. Just when I began it was attacked by an illness which prevented my writing at all for some time and has since disabled me from giving it the attention and labor that I would wish to have bestowed on it.

C. W. W. ALEXANDER,

Inspector of Schools, Lahore Circle.

RAWAL PINDI CIRCLE.

No. 82/183

FROM

C. PEARSON, ESQUIRE,

Inspector of Schools,

Rawal Pindi Circle.

To

CAPTAIN W. R. M. HOLROYD,

Director of Public Instruction,

Panjab.

Dated Rawal Pindi, 11*th May,* 1868.

Received 13*th do. do.*

SIR,

I have the honor to furnish my Annual Report for the year ending March 31st 1868. During the hot weather I visited the principal Anglo-Vernacular Schools in my Circle—on the 28th October I commenced my tour of inspection, and returned to Rawal Pindi on the 21st March having seen nearly all the Schools with which I am concerned. Since then I have inspected the Zila Schools at Siyalkot and Gujranwala, the Aided Schools at Rawal Pindi, and the Lawrence Asylum at Murree.

Progress during the year.

2. The year under review has been one of satisfactory progress. The state of Middle-Class Schools in which English is taught, is not all that could be desired, but some Elementary English Schools have improved very considerably, and are doing quite as well as the corresponding classes in Zila Schools. In Vernacular Schools generally a very decided change for the better has taken place. In former Reports I have had to complain of great irregularity and neglect of the prescribed course of studies, but during my last tour I found nearly everywhere that teachers and pupils had been busy upon the appointed work, and were anxious to acquit themselves well at examination. However, the screw is only just beginning to bite, and much remains to be done before the limits of possible excellence are reached. With respect to numbers, the Zila Schools have rather fallen off, and Vernacular Schools show an increase; though, as will be explained below, not to the extent indicated by the tabular statements in either case.

The Female Schools in Siyalkot appear to be doing well. Also those of Bedi Khem Singh in Rawal Pindi and Jhelam. Elsewhere the accounts received are less favourable.

Systems of Inspection.

3. Before going into details I will describe my system of inspection. The larger Schools are of course examined separately, but the rest are collected at convenient places where I pitch my camp. In Bengal and Bombay, where each School is visited, the actual work of inspection is to a great extent in the houses of native subordinates; and although that system has advantages of its own the personal in-

fluence of a European Officer is lost. Owing to the comparatively small number of advanced scholars in this Circle, hitherto I have been able to examine all the Schools in all their subjects, and also the Teachers, and have very rarely been compelled to delegate any of the work to the Deputy Inspector. But as the numbers in the higher classes increase it will be necessary to adopt a different plan. It seems desirable that the Inspector should, if possible, see something of the work of every School while for the purpose of classification certain subjects would be taken up by his Assistants.

The Examinations of the Deputy Inspector are quite trustworthy, but I prefer to act upon the results of my own observation, when the circumstances of a particular School have to be taken into consideration. My plan of Examination is to take all the boys of one class together and the classes separately. A passage for Dictation is read out to them—and afterwards the mistakes are marked. Then a sum in the same manner. Afterwards each boy reads a passage from a Persian author, and answers questions upon the Grammar and meaning. Then questions are put in History and Geography. This is the general routine, but of course it varies occasionally.

Zila Schools.

4. The Zila Schools work up to the Calcutta Entrance Examination although few stay on until qualified for that standard. It is curious that Matriculation is practically in most cases a certificate of the completion of School-education rather than an introduction to more advanced studies, and thus corresponds to the Middle-Class School Examinations at Oxford and Cambridge. I hope that in future none will be allowed to attempt Matriculation who have failed to satisfy our departmental tests. In the University Examinations a third or fourth of full marks will serve to pass a candidate, and hence there is always a chance for those who may be prepared only in a portion of their work, provided that they know so much pretty well. Or, again, an imperfect knowledge of the whole is sufficient. Hence it is not easy to say that a boy may not scrape through, but the preliminary examinations give a very fair indication, and it would be well to be guided by them if we would avoid the discredit of a large proportion of failures.

There is a considerable apparent decrease in numbers, viz., from 864 to 688, but two, Branch Schools at Gujrat containing 104 on the rolls have been separated from the returns of Zila Schools.

In the present year for the first time Gujrat and Gujranwala alone are considered Schools of the Higher Class, as the other Zila Schools do not come up to the Matriculation Standard. The average cost of educating each pupil at Gujrat is Rs. 49 and in the other Schools Rs. 30, but comparing the cost of Elementary English Schools, it would be fair to estimate the expense of educating the great mass of boys in the lower classes at Rs. 15, and the remainder in the upper classes at Rs 100 on account of each pupil. It is necessary to make some such distinction because large numbers leave School at an early age, and derive little benefit from the chief expenditure of the establishment.

Gujrat Zila School

5. Gujrat Zila School continues to thrive under Mr. Buchanan's zealous and conscientious management. Three students passed the last Entrance Examination, and are now employed as teachers, two at Bhera and one in the Gujrat Branch Schools, I have always observed a good deal of industry and an excellent spirit in this School, but also a want of accurate teaching and some laxity of discipline. I hope the Head Master will exert himself to correct these failings, which have been repeatedly noticed. Two Branch Schools, Urdu and Hindi, have lately been taken over by the Municipality and will be put on the Grant in-Aid footing in future.

Gujranwala Zila School,

6. The state of Gujranwala Zila School is not quite satisfactory. I have remarked more than once that Mr. Lambert fails to understand his position as Head Master. He has had difficulties to contend with, but is too much inclined to let things take their course. One boy passed the University Entrance Examination last December and is now employed as a teacher in the School. A few boys are doing well but the classes are not generally in good order, and not more than a dozen boys are beyond the standard of an Elementary English School.

Bhera Zila School.

7. The upper classes of Bhera Zila School have made good progress, but the lower classes have been somewhat neglected. The staff of teachers has recently been strengthened, and I trust there will be no further complaints on this score. Babu Jagdeshar vacated the Head Mastership from November last, and has been succeeded by Babu Khetarnath from Jhang Zila School, who has always borne a good character for efficiency, and promises to be successful in his present position.

Siyalkot Zila School.

8. Siyalkot Zila School has fallen of considerably during the year, and it became necessary to remove the Head Master, Babu Uma Charan Ghos, who failed to conciliate the good will of the people of the Town. At the same time he was fortunate enough to obtain promotion in Bengal where he is more likely to be popular.

His successor, Mr. Brown, commenced work with fair prospects of improving the School but since the question of transferring it to the Church of Scotland Mission has been mooted the boys have become unsettled, and several have ceased to attend.

Jhang Zila School.

9. The state of Jhang Zila School is satisfactory and creditable to the Head Master Babu Opendar Kishn Bhos, who has a good deal of influence with the citizens in Jhang and Maghujana, and uses it for the benefit of the Schools in both places.

Arithmetic is not well done, but I hope to improve it by securing a competent teacher. In other subjects there are more signs of industry than of intelligence. For instance Euclid and History had been carefully prepared, but written translation from Urdu into English was a failure. Taking all things into consideration, the School is as deserving of commendation as any other of the same class.

Management of Vernacular Schools.

The matter is now under the consideration of Government and instructions will probably be issued very shortly.— W. R. M. HOLROYD, D. P. I., P.

10. In my last Report I attempted to show that our present arrangements fail to secure a systematic control over Schools managed by District Officers. The principle has been admitted by most of those consulted, but to prevent misapprehension, I may add now that in my opinion it would be highly inexpedient to separate the Civil Officers in any way from the work of education; on the contrary I should be glad to see Zila Schools as well as Vernacular Schools placed under the Deputy Commissioners. Only in both cases the details of School-work, and all that specially comes within the range of professional experience should be left to the Inspector's discretion. Practically the difficulties which I had in view may be obviated more or less by a good understanding between the officers concerned, but an Inspector often feels the want of authority to settle matters off-hand without the delay and inconvenience of correspondence.

General State of Vernacular Schools.

11. I have to record a very decided improvement in Vernacular Schools generally. This appears not only from the larger numbers coming forward in the Upper Classes, but still more from the quality of the work, and the anxiety of teachers and pupils to pass a good examination. Last year I made a classification of the boys examined in Vernacular Schools, but I have found it necessary to make some modifications of my plan, and hence a comparison between the two years is less exact than I could wish. For the present year I fixed three standards, viz :—

I. Standard.—Superior attainments generally.

II. Standard.—Ability to read and explain a Persian or Urdu book of ordinary difficulty and to write neatly and correctly from Dictation.

III. Standard.—To read and explain Panjab Singh, and to write Dictation from the same.

The table below shows the results obtained.

Classification of Students of Vernacular Schools Examined by Inspector 1867-68.

DISTRICTS.	School's establishd 31st March.	Schools Examined.	Passed I. Standard.	Passed II. Standard.	Passed III. Standard.	Total passed in Literature.	Average passed in each School.		Total passed in Literature and Arithmetic.
Jhelam, ...	60	58	7	109	386	502	9·3		
Siyalkot, ...	108*	110	23	242	735	1,000	9 1		
Gujrat, ...	65	63	4	98	446	548	8·7		
Jhang, ...	29	20	7	39	201	247	8·5		
Gujranwala, ...	74	67	10	122	410	542	8·1		
Rawal Pindi, ...	58	58	3	65	385	453	7·8		
Shahpur, ...	39	30	2	24	214	240	6·1		
	[* Some Schools reduced since Examination.]								
TOTAL, 1867-68,	433	424	56	699	2,777	3,532	8 2		...
Comparative Table for 1866-67, ...	425	424	...	...	...	2,658	6 3		1,541

The addition of the Raiya Tahsil to Siyalkot accounts for an increase of less than 200 passed students. Allowing for this there is a gain of 700 in the present year. History, Geography and Arithmetic have been omitted from the calculation because the average standard of attainments in these subject is still very low. Perhaps it will be convenient in future to pass boys separately for different subjects instead of requiring them to show general proficiency. Last year two-fifths of those who passed in Literature failed in Arithmetic, and if History and Geography had been taken into account perhaps as many more would have been rejected. Hence classification according to general proficiency must be fallacious or incomplete until the prescribed studies are carried out more systematically than at present.

Teachers in Vernacular Schools.

12. During my last tour I made a practice of examining the Teachers in Dictation, Persian, Reading, Arithmetic, History and Geography. By this means I am able to form some judgment of their qualifications, to encourage private study, and to check the employment of incompetent persons. The Examination was always of the most elementary kind.

Table showing the number of teachers examined and of those who failed to pass in each subject. 1867-68:—

DISTRICT.	Number of teachers examined.	Number of teachers who failed in.			
		Dictation.	Persian Reading.	Arithmetic.	History and Geography.
Rawal Pindi, ...	57	2	7	11	16
Jhelam, ...	64	12	13	26	26
Gujrat, ...	68	15	16	32	34
Shahpore, ...	44	5	6	19	21
Siyalkot, ...	118	21	38	71	38
Jhang, ...	34	1	4	18	14
Gujranwala, ...	68	6	10	18	24
	453	62	94	195	173

I have noted the number of failures only in the above table because occasionally for want of time I was obliged to omit one or more subjects. The large proportion of failures in Siyalkot is curious. The demand for teachers there is perhaps greater than the supply as compared with other Districts. Last year 330 teachers were examined of whom only 102 could read, write, and work easy sums, all but a very few were absolutely ignorant of History and Geography; so that there has been a very decided improvement in their qualifications already, although nearly one-half are still grossly ignorant of a portion of what they have to teach.

The preponderance of Mahomedan teachers is still very great. Hindus are often very deficient in Persian Literature, and few competent men are to be found. In Jhelam District a larger number of Hindu teachers are employed than elsewhere. These belong chiefly to a particular tribe of Muharrirs resident near Chakowal.

Excepting those who have passed successfully through the Normal School, or who have been educated in Government Schools, few Hindu teachers are at all efficient, whereas untrained Mahomedan teachers are generally up to the mark in Literature.

Classification of Town and Village Schools.

13. Vernacular Schools are classed as Town or Village Schools with reference to the numbers and attainments of scholars. The prescribed standard for a School of the Town Grade is so high that I doubt whether any in this Circle can properly be said to reach it. However the traditions of this office have been less exacting, and the conditions which I have insisted upon are (1) 50 boys on the Register. (2) 20 boys in the sixth and upper classes. (3) a third class. Such a Standard falls in with the old idea of a Tahsili School, and in this Circle fairly divides Schools of a superior order from the average. It has also been usual in Examination Reports to describe Schools as *Good*, *Fair*, *Bad*, &c., but it is difficult to attach any definite meaning to these terms, and the attempt to use them in the place of a figure of merit leads only to paradoxical results.

Vernacular Schools in Rawal Pindi District.

14. In the Rawal Pindi District there are Town Schools at Kalar and Pindi Gheb. Both have improved considerably. Pindi Gheb which two years ago was attended by a small number of young boys is now equal to any in the Circle. Many Village Schools have made fair progress, particularly, Kahuta, Bisali, Gujrkhan, Gaugrila, Sukho, Mukhad. Attock, Hazro, Sawa. But near the Indus there is a good deal of religious fanaticism which affects unfavourably the Schools attended by Muhomedans. The Chief School Muharrir, Sahib Ali, continues to work satisfactorily, and the Tahsildars have been extremely useful. Excellent School-houses have been built during the year at Kahuta and Fathjang. Another would have been commenced at Attock, but objections were raised to the proposed plan, and an unfortunate delay has resulted. An Elementary English School has been started at Kahuta but at present receives no aid.

Vernacular Schools in Jhelam District.

15. In Jhelam District there are two Town Schools. That at Chakowal has always been in good order, and continues to improve. When I visited Rohtas little or no progress was visible but a favourable account has been received lately. The Schools generally are doing as well as in any other District. The Deputy Commissioner's memorandum notices a falling off in numbers owing to the reduction of some inefficient Schools in the Salt Range, but the apparent loss is compensated by improvement elsewhere. Colonel Bristow writes that last winter he was glad to observe a certain tone of improvement in the Schools visited by him which he had not observed in previous years. He attributes this to the encouragement held out to teachers in the way of rewards. From sale-proceeds of books it would appear that there is a steady falling off year after year, and this, he thinks, is owing to the distribution of Prize Books by the Inspector, to which practice however he has no objection. As a matter of fact Schools were very ill supplied with books three years ago, whereas now I have seldom to complain on this score. Last year Colonel Bristow mentioned the cheap rate at which School-books are sold in the Bazar, and this, I imagine, accounts for the diminution of indents upon the Curator.

The Chief School Muharrir, Alim-ud-din, has continued to work in a most satisfactory manner, and the Deputy Commissioner who speaks in high terms of him has at my request recently made some addition to his allowances. Mention will be made in a separate report of Tahsildars who have given their assistance. A new School-house will soon be built at Pind Dadan Khan, and it is hoped that an English School on the Grant-in-Aid footing will be established there before long.

Vernacular Schools in Gujrat District.

16. In Gujrat District there are Town Schools at Kunjah and Dinga. The former was not making satisfactory progress at the time of my visit, but it appears from the District Report that an improvement has taken place. Dinga promised to do well under a new teacher and is now in excellent order. Jalalpur is a large Town and possesses a very good School-house, but circumstances have interfered with the success of the School. Village Schools generally have made considerable progress, and their present state is highly creditable to the Tahsildars and School Muharrir. Of the latter Major Smyly writes: "I would bring "to your notice the praiseworthy exertions of the Chief Muharrir, Ahmad Hassan, whose atten-"tion to the state of all the Schools under his charge is unremitting. He is constantly on the "move and does not fail to bring to my notice all deficiencies."

This is the more satisfactory because in my District Report I had occasion to remark upon two or three cases of teachers attempting to impose upon European Officers who visited their Schools.

Vernacular Schools in Shahpur District.

17. There are no Town Schools in Shahpur, Vernacular Schools have improved during the year, but not to the same extent as elsewhere, and there has been very little regular study of prescribed books. I attribute this in a great measure to the absence of the School Muharrir who was away on six-months' leave at the time of my last visit. Captain Johnstone, the Deputy Commissioner, concurs generally with the remarks made in my District Report. He thinks further that the chief obstacles to the progress of education are the dislike of parents to send their children to School, and the low pay of teachers, but this of course does not account for the relative inferiority of Schools in this District where in fact the teachers are better paid than in any other. He makes favourable mention of Tahsildar Mehdi Khan, and of Abdussalam, the School Muharrir, who, I feel sure, will exert himself to bring the Schools up to the mark next year.

Vernacular Schools in Siyalkot District.

18. There are now 6 Town Schools in Siyalkot and 102 Village Schools the increase being due to the transfer of the Raya Tahsil from the Amritsar District. Strictly speaking none of the Town Schools should be in the higher grade, as was explained in para. 13, but all are going on fairly with the exception of Ghota. The other Schools are Zafarwal, Daska, Pasrur, San Khatra, Nonar The state of the Schools generally is very satisfactory and encouraging, and the exertions of the Deputy Commissioner to promote education have created an interest in the subject on the part of the people such as I do not often see elsewhere.

Much credit is due to Maulvi Ilahi Buksh, the School Muharrir, for the industry and judgment with which he discharges the duties of his office, and the Tahsildars have generally given valuable assistance. The usual Public Examination and Darbar was held in February at a time when I was unable to be present. Experience proves the value of these gatherings which have a tendency to impress the native mind with a sense of the importance of education, and moreover are in accordance with the customs of the country. I shall endeavour in future to make arrangements with Deputy Commissioners so as to give them my assistance on such occasions.

Vernacular Schools in Gujranwala District.

19. There were three Town Schools in Gujranwala District. The School at the Sadr has improved since the School-building was restored. That at Hafizabad was not in very good order though well attended. Pindi Bhattiyan has been reduced to the Village Grade, but arrangements have been made for its improvement. There has been satisfactory progress on the whole although some Schools are still in a bad state. The use of English figures in Arithmetic has been practised more successfully here than in other Districts, and this alone is a proof of pains-taking The Chief School Muharrir Moulvi Inam-ul-lah continues to give satisfaction, but he has not so much influence over the Schools as I could wish. The Deputy Commissioner reports that within the year 12 Schools have been reduced and that it will be necessary to close as many more to bring the expenditure within the income of the District. The number of scholars has increased nevertheless, and this he considers a proof that the Schools are becoming more popular, although the genuineness of the Registers is in some degree open to suspicion. Some 80 boys who have been educated in the Government Schools have obtained employment as Government servants, as Patwaris assistants, in the Railway, with Contractors, &c., and openings are no doubt daily multiplying. Last year Major Babbage awarded seven scholarships for English. In the present year he will award twelve scholarships for Vernacular only. He states his views as follows :—

"I think that the existing English Schools prepare sufficient boys to supply the demand "and I should be well content to see the number of boys learning English diminished and the "education of the scholars more perfect in good plain English and Arithmetic. I think that "in this Zila the advantages af learning English are sufficiently appreciated, and that scholar-"ships and rewards are not required, nor is it desirable to attract boys who otherwise would "not learn it. I am not afraid that English Education will really suffer from this because it "is pretty well known that knowledge of English if accompanied with other qualifications is "a great recommendation to candidates for employment, and one much regarded by me. As "regards Vernacular Education attention continues to be devoted to Arithmetic, and in most "Village Schools it is only desirable to give such an education as would, if the time ever come "for it, be made the standard minimum for compulsory state education. In the larger Villages "and Qasbas much more is desirable and can certainly be attained, and in such places with "more ambitious views I would certainly erect more ambitious School-buildings. In this view "I do not regard our Village Schools as altogether unsatisfactory."

Vernacular Schools in Jhang District.

20. Education in Jhang is remarkably successful considering the isolated position of the District, but incessant quarrels have materially affected progress. The Town School at Chiniyot has recovered itself since last year, and promises to go on fairly. Maghiyana has improved in the lower classes.

Shorkot is still below the mark owing to the unhappy temper of the teacher who has been transferred in consequence. Village Schools are going on well in most cases. The School Muharrir Munshi Hukm Chand has worked entirely to my satisfaction. The Deputy Commissioner proposes to give Tahsildars the power of awarding Prizes when they visit Schools, and this no doubt, will give them an interest in the work. Munshi Rahimuddin, Tahsildar of Jhang, has been rewarded with a silver watch, and the other Tahsildars have given much encouragement and assistance.

The Normal School.

21. The Normal School continues to work efficiently although it has failed to turn out men of superior attainments. The longer period of training, though in some respects unpopular, gives us a small number of competent teachers, whereas men who hold the old certificates are generally as ignorant of History, Geography and Arithmetic as those who have never studied in a Government School. But the stipends allowed are insufficient to attract many of the better sort, and the consequence is that half the students are ignorant or sickly men who have no object in view beyond the temporary subsistence afforded to them in the Normal School, and never pass beyond the Rudimentary Class. My own experience leads me to the conclusion that it is a waste of time and money to attempt to train men of this description.

It would be better economy to limit the numbers so as to raise the stipend to 10 rupees, and to admit only selected men. And if at the same time salaries of not less than 12 or 15 rupees were secured to all who passed in any of the higher grades, the proportion of Normal students lost to the Department would be insignificant, and complaints of the hardship of being sent up for two years would cease. Considering the material upon which they have to work, Maulvi Ilahi Buksh and his Assistants have been very successful, and deserve much credit for the their industry and conduct.

Jail Schools.

Proposals have been recently submitted to Government by the Inspector General of Jails with the view of supplying qualified teachers. —W. R. M. HOLROYD, D. P. I., P.

22. The chief obstacle to progress in Jail Schools is the unwillingness of officials to excuse the men from manual labour, and the small amount of remuneration available for teachers. I imagine it is as easy to learn to read as to weave, and as it is the wish of Government that prisoners should be educated more systematic arrangements for teaching them should be made. Recently the Inspector General of Prisons has issued an order for classification and report of progress, but beyond this it is necessary that each division of twenty or thirty men should be placed under a competent teacher, that prisoners employed to teach should be eligible for rewards in case their work is good, and that the School Muharrir should constantly visit the Jail-School when he is at the Sadr. The results of Examination detailed below are little enough, but they fail to give a correct impression of the actual work done, because the majority of those put forward were educated before they entered the Jails.

Rawal Pindi Jail.—430 men at School.

VI. Class. 18 write Dictation and read Panjab Singh.
3 can do an addition sum.

VII. Class. 9 can read easy narrative.

Juvenile Criminals. 5 are making fair progress after studying for two months.

More than half the above are old Munshis.

Jhelam Jail.—5 men write Urdu Dictation and read Panjab Singh, but not well, very little Arithmetic. The rest are in the Alphabet.

Gujrat Jail.—9 men read Panjab Singh and write from Dictation.

Shahpur Jail.—258 Prisoners, 180 at School.

VI. Class. 6 read Panjab Singh well.
3 write Dictation.
2 work addition sum.

VII. Class. 2 read Tashil-ut-talim Sentences.

Siyalkot Jail.—A new School.
1 reads Sikandar Nama.
5 read Sentences Tashil-ut-talim.
25 read compound letters.

Gujranwala Jail.—6 men write very badly—8 read imperfectly, a few more can read half a dozen sentences from Pand Sudmand.

They do not understand the Map.

Jhang Jail.—21 men at School.
9 read sentences from Pand Sudmand.
5 write Dictation from the same.
4 write numbers.

The rest learn their letters.

Aided Schools.

23. Aided Schools in this Circle are the Lawrence Asylum at Murree for soldiers' children; the Murree cum Rawal Pindi School for children of European descent; the Schools of the American Presbyterian Mission in Rawal Pindi City and Cantonment; Church of Scotland Mission Schools at Siyalkot, Wazirabad, and Gujrat; Elementary English Schools in connection with Government Vernacular Schools; Branches of Zila Schools; a few indigenous Vernacular Schools for boys, and the great majority of Female Schools. No general description can be given of Aided Schools. As a rule they are as efficient as Government Schools of the same class, and cost the State less than half as much. Those which are under the superintendence of a resident Missionary are perhaps more favourably situated than any.

The Murree Lawrence Asylum.

24. The numbers on the rolls of the Murree Lawrence Asylum have increased considerably of late, and several candidates for admission are waiting for the opening of the new Girls' School. During the summer the prevalence of sickness and the want of an Assistant Master interrupted School-work, but satisfactory progress has been made since. In May 1868 I examined 48 boys and 38 girls, the remainder, 31 in number, being very young children, and a few sick. The subjects of examination were English Dictation and Reading, History of England, Geography, and Arithmetic. The First Class of boys took up also 30 Props, of the First Book of Euclid, a little Algebra, Urdu, and Latin.

In Latin not much has yet been done, but all could read and translate the Gospel of St. Mark in Urdu. Both boys and girls are fairly prepared in their work so far as they go, but it appeared to me that more might be expected from the boys, and, particularly, that some subject in English Literature besides Gleig's History should be read regularly in the Upper Classes. The girls are under two excellent teachers, and Mr. O'Brien the new Assistant Master is most efficient, but the lowest class of boys is still taught by the Steward who has other duties, and is not specially qualified to teach.

The children are healthy, happy, and well conducted. In some respects there is room for improvement, but on the whole there can be no doubt of the increasing usefulness and popularity of the Institution.

Murree cum Rawal Pindi School for European children of both sexes.

25. The Murree cum Rawal Pindi School for children of European descent was inspected by me at Rawal Pindi in March. Only 14 girls and little boys were present. The names of a few more were on the books, but the chief attendance is at Murree during the season. I examined in Dictation, Reading, History, Geography, and Arithmetic, and found the children very well prepared in all subjects. The teaching staff is represented by Mrs. Harris, the Principal, and Miss Peake, her Assistant, who do their work most efficiently, and so as to give much satisfaction to parents. At the same time it is right to notice that no provision is made for the education of boys above 8 or 10 years of age, or for the accommodation of boarders on reasonable terms, and that there are children in the Sadr Bazar of the class which Lord Canning's Minute had principally in view who do not attend, because the general style and arrangements of the School are unsuited to the requirements of persons in humble circumstances. The Committee are aware that the object of the grant is not fully attained, and are always willing to facilitate the admission of poor students by reducing the tuition-fees in special cases; but the existence of the School depends upon the support of the better classes, and it seems necessary that their convenience should be kept in view.

A report will be submitted on this subject.—W. R. M. HOLROYD, D. P. I, P.

Rawal Pindi City and Cantonment Aided Schools.

26. Aided Schools at Rawal Pindi under the management of the American Presbyterian Mission are (1) The City School which educates up to the University Entrance Standard. (2) An Anglo-Vernacular School of the Middle Class in Cantonments. (3) a Female School. All are going on very fairly. The Main School is not inferior to any Zila School in this Circle except Gujrat, though many of the boys are imperfectly prepared in their work. Three boys passed the last Entrance Examination and are now employed as teachers in the School.

The following are extracts from the Revd. Mr. Orbison's Mission Report :—

" A large and comfortable School-house has been built in the Sadr Bazar on a lot kindly " given by the Cantonment authorities for this purpose. The work was done by Mian Abdul " Rahman, Government Contractor, for the sum of 2,000 rupees, although the estimated cost was " 2,800. The large balance was generously thrown off because the object was a charitable one. A " very substantial and commodious house was erected for the native Pastor and Head Master by " the same contractor who again liberally agreed to throw off a similar handsome sum from the " estimated cost as in the former case. An addition of five rooms to the Main School-house has " been made. This was done at the suggestion and with the very substantial assistance of the " native gentlemen of the city, who generously gave 600 rupees for the purpose. .....The Girls' " School has continued to give satisfaction both as regards the numbers in attendance, and the " progress made in study and needle-work. The number is 65, (now nearly 100). Sardar Nihal " Singh, K. S. I., has kindly continued the use of a suitable house for the School, free of rent. " Native gentlemen have assisted with money and influence. Parents and children all seem " favourably inclined ; and there is every encouragement to hope that the cause of Female Educa- " tion will continue to take deep root, and become permanently successful."

Aided School at Jhelam.

This will be inquired into.—W. R. M. HOLRODY, D. P. I., P.

27. The Aided School at Jhelam has taken the place of the Zila School there. It is under the management of the Revd. F. Cardew, the Resident Chaplain, and receives no contributions from private sources beyond the personal services of the Manager, nominally estimated at rupees 150 per mansem. Hence the apparent cost of education is double the amount actually expended. In November when I last visited the School the Upper Classes were doing fairly in English and in other subjects. Besides the Head Master the only English teachers are monitors. The Vernacular Staff appeared to me to be too costly, and if no funds are forthcoming from local sources it will be necessary to make a different distribution for the benefit of the lower classes in English. There is a Vernacular Branch School the cost of which is defrayed from savings in the Main School.

Church of Scotland Mission Schools.

28. The Church of Scotland Mission has Aided Schools at Siyalkot, at Wazirabad, and at Gujrat, and the Zila School at Siyalkot has now been made over to them. When I visited their City School at Siyalkot I found it in much better order than I had ever seen before. It was still however an Elementary English School as the highest class was the sixth of the Government scheme. The Cantonments School had suffered a good deal from the change of regiments. The boys did well in Persian and Urdu but failed in English. The Wazirabad School is going on well. The lower classes have improved, and some of the senior boys have nearly reached the University Entrance Standard. I believe however that these have now left for employment. The School at Gujrat will probably be successful although at the time of my visit little progress had been made in English. Last year the Vernacular portion of it was aided under Article XIV. of the Grant-in-Aid Rules, and a regular grant has been sanctioned from the commencement of the present year.

Church of England Mission School at Narowal.

29. The Anglo-Vernacular School under the management of the Amritsar Mission became included within this Circle a year ago on the transfer fo the Raiya Tahsil to the District of Siyalkot. The School is numerously attended, but the English Classes are in a very rudimentary state and consequently the monthly expenditure, upwards of 160 rupees, is excessive. For the results obtained, what the Mission spends alone should be ample without the Government Grant, and unless a decided improvement takes place the latter should be reduced or withdrawn. Narowal is a poor place for a School of this class, but in former years better work seems to have been done, and some of the deficiencies which I observed could only be due to mismanagement.

Elementary English Schools.

30. Elementary English Classes are attached to some Vernacular Schools, and are supported by local subscriptions and Grants-in-Aid. Some of these are doing remarkably well and may compare with the lower classes of Zila Schools both in numbers and efficiency. A great deal depends upon the competence and popularity of the teacher. Everywhere there are boys who wish to learn something of English, but in some cases their parents are prejudiced against it.

It may not be easy to define the object and use of Schools of this class, but it seems advisable to support and encourage almost any education that is acceptable to the people and successful in practice, rather than to be too particular about abstract principles. Besides, as the best boys are eventually drafted off into the Zila Schools, the proportion of those whose education is cut short is perhaps not greater than where more advanced studies are carried on, and thus the question of principle cannot be limited to the Elementary English Schools, but applies equally to superior Schools so far as they fail to lead up to a higher education.

I am afraid that this is not the case in the majority of Schools, at least to any appreciable extent — W. R. M. HOLROYD, D. P. I., P.

31. There are three Elementary English Schools in Siyalkot District. That at Zafarwal is going on quite satisfactorily, and has already sent up promising students to the Zila School. Pasrur which a year ago had broken down completely is doing fairly under a new teacher. Daska has made great progress and is now on a par with Zafarwal. There is also an English School at Jámke which promises to be successful, but is not at present eligible for a Grant-in-Aid.

Elementary English Schools in Siyalkot District.

32. There are three Elementary English Schools in Gujranwala District. Akalgarh which was formerly in very good order suffered from the removal of the teacher, but is now improving. Ramnagar is likely to do well under the new teacher, who came from Akalgarh. The School at Batala is kept up chiefly for the benefit of Sardar Jhandu Singh's sons, and can hardly be looked upon as permanent. None of the above Schools are equal to the best in some other Districts.

Elementary English Schools in Gujranwala District.

33. The Elementary English Schools at Shorkot and Maghiyana are progresssing in a satisfactory manner; the teacher of the latter has been quarreling, as usual, but measures have been taken to improve his temper.

Elementary English Schools in Jhang District.

The School at Maghiyana although recently established is perhaps the best specimen of an Elementary English School in the Circle and the work so far as it goes is done more perfectly than in any other Anglo-Vernacular School.

34. The Elementary English School at Shahpur was going on satisfactorily and seemed likely to improve, although when I saw it the work was being done without much regard to method. The Adult School had been broken up. Those who desire to learn English can generally do so more conveniently by private study than by attending a class, and the men of the Amla at Shahpur appeared to care very little about it at all. The School at Khushal was not doing well. I recommended the employment of a different teacher and if that failed that the School should be broken up.

Elementary English Schools in Shahpur District.

35. Female Schools as a rule are not open to inspection, but several have been visited by District Officers, and I saw a few in Siyalkot myself. The most important are Aided Schools in Siyalkot, Rawal Pindi, and Jhelam. The Municipality of Gujranwala keep up a few Schools in that city, and in five Districts there are Schools supported from the proceeds of a special allowance for three or four years from Imperial Funds. The accounts which reach me are more favourable than they have been previously. The American Mission School at Rawal Pindi has already been mentioned. The Deputy Commissioner of Rawal Pindi saw at one gathering 70 selected girls from Bedi Khem Singh's Schools, many of whom were of more advanced age than is usual in Female Schools. He was much pleased with their proficiency in reading and writing, and with their general appearance. The Bedi's Schools in Jhelam District are said to be flourishing. The Siyalkot Schools have improved in number, and, I should imagine, very considerably in efficiency. Those which I saw consisted of very little girls who could read and write as well as boys of the same age. The young person who was employed to inspect has lately been obliged to relinquish her charge, but Major Mercer hoped before long to make arrangements to supply her place. In December she had visited 94 Schools of which 50 were in a satisfactory state. From her description all must closely resemble those which I saw myself as regards age, books studied, &c. Female Schools in Gujranwala and Shahpur do not appear to be very successful. I am not aware that the popular feeling upon the subject differs materially in different parts of the Circle, but the natives

Female Schools.

give way to moral pressure, and though at first apathetic and suspicious with regard to measures of public utility, before long are sure to follow the lead of their political or spiritual rulers. This should not be lost sight of, for the same measures which in any District may have proved successful will in all probability be equally effective elsewhere; and the statement not unfrequently made that the people of a certain place do not desire to have Female Schools, though true, is irrevelant. The question really is how far it is expedient to exert the influence of Government upon the people through those who have authority with them. On this point the opinions of European gentlemen differ considerably, and hence arises the unequal progress of Female Education in various parts of the country.

Miss Carpenter's scheme.

36. The opinions of District Officers, and native gentlemen interested in Female Education were recently taken upon Miss Carpenter's scheme for establishing Normal Schools under European ladies. The answers received were generally unfavourable to the organization of any such system in this Circle, though the principle of employing women as teachers in Girls' Schools was approved. The Deputy Commissioner of Siyalkot however thought it possible to have a Normal School of this kind in each District where Female Education has been taken up vigorously, and he pointed out how sufficient funds might be appropriated for the purpose in his own District. The question is probably still under consideration.

Indigenous Schools.

37. The Returns of Indigenous Schools furnished by Deputy Commissioners are rather difficult of interpretation, and would perhaps be more clearly understood if divested of statistical form. It appears that 27,858 children attend, of whom the great majority are Mahomedans who read the Quran by rote. Most of the rest are Kahtri boys who learn the Elements of shopkeepers' accounts, and Musalmans or Hindus who learn Persian with a view to get their living as Muharrirs. A few, who study Arabic or Sanscrit, are trained for the priesthood.

A limited number of Persian Schools and one Hindi School have been recommended for a grant under Act. XIV, but the best Indigenous Schools seem to keep aloof. The rewards given in the previous year appeared to have had no particular effect, and in fact during my last tour I saw fewer Schools deserving aid than before.

The only way of utilizing the expenditure sanctioned on this account will be to put the Aided Schools under systematic inspection, and, except in large tours, to retain them only where there is no Government School. In future I shall endeavour to carry out this idea.

Notice of the Deputy Inspector and others.

38. Maulavi Muhammad Ali, the Deputy Inspector, continues to work efficiently. He is an expert examiner, is well acquainted with the people and the country, and performs his duties with industry and good sense. The Chief School Muharrirs have already been mentioned in connection with their work. A list of Tahsildars and others deserving commendation will be forwarded separately.

Acknowledgments to District Officers.

39. In conclusion I beg to acknowledge the courtesy and assistance which I have met with from District Officers, and to express my sense of the value of their services to education.

I have the honor to be,

Sir,

your most obedient servant,

C. PEARSON,

Inspector of Schools,

Rawal Pindi Circle.

FRONTIER CIRCLE.

No. 97

FROM

D. W. THOMPSON, ESQUIRE,

Officiating Inspector of Schools,

Frontier Circle.

To

CAPTAIN W. R. M. HOLROYD,

Director Public Instruction, Panjab,

Lahore.

Dated Abbottabad, 29th May, 1868.

SIR,

Report Frontier Circle for 1867-68.

I have the honor to forward the Annual Report on Education in the Frontier Circle for the year ending 31st March 1868.

Inspectorship given away to Mr. Clarke.

2. On the death of Mr. Hutton in March 1867, the Inspectorship of the Circle was given to Mr. Clarke, tutor to the Raja of Mundee, but as he could not leave the Raja immediately, to join his new post, I was appointed to officiate for him, which I accordingly commenced doing on the 12th of August last.

Extent of the Frontier Circle.

3. The Circle embraces the two whole divisions of Peshawar and Derajat, with a small portion of Mooltan; subdivided into the seven Districts of Hazara, Peshawar, Kohat, Bunnoo, Dera Ismail Khan, Dera Gazee Khan and Moozuffurgurh.

Route adopted during the cold season inspection.

4. I started on my annual tour from Abbottabad on the 10th October 1867, and inspected the Peshawar, Dera Ismail Khan (Trans-Indus) and Dera Gazee Khan Districts on my way down, and the Moozuffurgurh, Dera Ismail Khan (Cis-Indus) and Bunnoo on my way up the Frontier.

Year closed before the end of the tour.

5. On the completion of my inspection of this last District, the year came to a close, which was a great disappointment to me, as I thought on my way down, that I would have been up the Frontier again in time to make the first inspection of the seven Schools in Kohat, and a second inspection of the Village Schools in the Peshawar District, before the end of the year, but was not able to do so.

6. The following were the changes, worthy of any notice, made in the Circle during the year.

The Branch School attached to the Zilla School at Dera Gazee Khan, abolished on the 11th April.

Grant-in-aid of Rs. 100 to the Mission School in Bunnoo, commenced from 1st April.

Changes worthy of notice, made during the year.

All the Schools in the Dera Gazee Khan District, except the Zilla School, converted into Aided ones from May.

An Elementary English School (aided) attached to the Vernacular one at Rajanpore, Dera Gazee Khan District, commenced from 1st June.

Mahomed Ameen, appointed as Chief Mohurrir of the Dera Ismail Khan District in October. vice Moulvi Saadoola the former Chief Mohurrir.

The Peshawar Zilla School abolished 31st March.

Different kind of Schools.

7. All the Schools brought under Government inspection may be divided into the two principal divisions, of Anglo-Vernacular and Vernacular.

The Anglo-Vernacular I intend dividing into Zilla, Mission, and Elementary Aided Schools; and the Vernacular Schools into the Normal, Jail, Town, Village and Female Schools.

Number of Schools where English is taught.

8. The number of Schools of all grades, in which English was taught, was 17 up to the end of the year, viz.

Zilla Schools, 3; Mission (Central and Branches), 11, and Elementary Aided Schools, 3.

Abbottabad Zilla School.

9. The Zilla School at Abbottabad in the Hazara District had at the close of the year 63 students on the rolls with an average daily attendance of 45 for the whole year. The former number is almost the same as, and the latter much less than, the corresponding statistics for the last year.

At the Oral Examination of the Schools in October last, only 37 boys were present. This very small number was attributed to two causes; one was the absence from the Station of the Goorkha Regiment, which went out into camp, and drew away some of the boys; while others were engaged at the celebration of the Doosairah festival which was going on at the time of Examination; since then, the highest class, the 3rd according to the Government scheme of studies, consisting of three students, has been broken up, one of the students having got employment, another having left to seek for something for himself, and the third who used formerly to be very irregular in his attendance and is consequently backward in his studies has gone to read with the 6th class, the next highest in the School.

No Progress made during year.

Kanh Singh, the Head Master, seems an intelligent and energetic man, but, as far as I can judge from the report of the School for 1866-67, I don't think any perceptible progress has been made in learning during the year. Now that the 3rd class has been abolished, Kanh Singh will have more time to give up to the other classes, and it is hoped that with the help of the 2nd English teacher Salig Ram, there will be a marked improvement soon. Besides the above two, there are two Vernacular teachers, making in all a staff of four teachers.

Peshawar Zilla School.

10. I held an Oral Examination of all the classes of the Peshawar Zilla School in the beginning of November last. The number of names on the rolls at that time was 149; the average daily attendance for the month before, 115; and there were present at the examination, 103. There were seven classes; the 3rd, and 6th to 10th in all of which English was taught, and a Vernacular class in which no English was taught. There was only one boy in the 3rd class and he did not acquit himself at all creditably at either the oral or at the written examination held in October. The other classes did very fairly in both English and Vernacular at the oral test.

The School was established, experimentally, for two years, in 1865. It may be said to have been getting on very fairly, first under the guidance of Mr. Millett and after his transfer from Peshawar on account of ill-health, under Mr. Rebsch, in whose time the number of students had risen to as high as 170. The panic caused by the cholera which was raging in Peshawar in the months of May, June, and July, reduced this number to such a degree, that it was thought necessary at one time to shut up the School for a while; it began to recover itself again and though it never reached the same high number, it got into as good working order as before.

The reason for abolishing the School.

11. The chief object, however, for which the School had been established was to try and attract to it those Pathans in the surrounding District, who had a desire for learning, but might have prejudices against a Mission School; and as this object had not been gained, inasmuch as all the Pathans attending it belonged to the city, it was considered expedient to abolish it, which was accordingly done on the 31st March, at which time the number of names on the register was 149 and the average attendance (daily) for the whole year 125.

Dera Gazee Khan, Zilla School.

12. The unumber of students on the Register books of the Dera Gazee Khan, Zilla School for the end of the year was 161, and the average daily attendance for the whole year 129. This shows a very great reduction since the end of last year, caused by the shutting up of the Branch School, which was attached to the Main School, and had nearly one hundred boys in it. There were 136 boys present at the Oral Examination in December last, and these were arranged into classes from the 3rd down to the 10th in which English instruction was imparted, and a Hindee class containing 44 boys who learnt no English. The 3rd class contained two young lads, who worked out sums in Arithmetic and Algebra, and proved propositions in Euclid in a smart and intelligent manner at the Oral test; but I was rather disappointed at the results of their Written Examination in October, which I thought might have been more satisfactory. Not having ever visited the School before, I could not judge of the progress made during the year, but it appeared to me that the classes were well instructed in both English and the Vernacular.

Examination of classes.

13. Moolraj, the Head Master, had a Khillut of Rs. 60 conferred on him at the last "Distribution of Prizes" in the School, and from what I have seen of him, I consider he deserved it.

Uniform for the whole School.

At the time of my inspection, he was carrying out a proposition, made by the late Director, Major Fuller, of having the whole School dressed in a uniform suit of clothes, each class having its own colour. As he was in want of funds to carry out this project among the students of the two lowest classes, he made an application for assistance to the Deputy Commissioner, but I have not heard yet whether he received it or not.

English Staff insufficient.

The appointment of a third teacher has since been sanctioned.—W. R. M. HOLROYD, D. P. I., P.

14. The English portion of the School Staff, though good enough in itself, was, and as no change has yet been made, is still very insufficient for the School. There are only two English teachers for the 110 students who are learning that language. The Head Master felt himself obliged to give up one of the lower classes to one of the Vernacular teachers who had a very slight acquaintance of English, but this naturally weakened the efficiency of the Vernacular Staff. Even with the addition of a third English teacher, the Staff would be scarcely sufficient for upwards of 110 boys.

Close of Branch School attached to the Main School.

If funds can be made available from local sources a Branch School can be established on the Grant-in-aid principle.—W. R. M. HOLROYD, D. P. I., P.

The Vernacular Staff consists of three teachers. As I mertioned before, there was a Branch School in the city of Dera Gazee Khan, attached to the Main one; it was getting on well as far as numbers of boys attending it went, but it was not allowed sufficient time to show any results, as it was closed from want of funds. I should like very much to see it reopened, as I think there is plenty of room to admit of one Branch School, at the very least, flourishing in the city.

Students formerly sent form this to the Mooltan School to prepare for the Calcutta University Entrance Examination.

This hardly seems necessary at present though eventually no doubt the School should be placed in a condition to teach up to the Entrance. Meanwhile efforts should be made to remedy existing defects. The pronunciation of the boys sent up to Mooltan is reported by the Inspector Lahore Circle to be universally very bad.—W. R. M. HOLROYD, D. P. I., P.

15. Up to this it has been the practice for students of this School, as soon as they reach the 3rd or sometimes even the 4th class, to be sent off to the Zilla School at Mooltan to prepare for the Calcutta University Entrance Examination there, by which the Dera Gazee Khan School is deprived of half the laurels gained in the success of any of its quondam pupils at the examination. If the English Staff could be strengthened, the School would be able to pass its students into the Calcutta University without aid from other institutons.

Peshawar Mission School.

16. There are in Peshawar, belonging to the Church Mission Society there, six Schools (male), ranked thus, one of the Higher class, one of the Middle and 4 of the Lower. The one of the Higher class is the City School, and the 4 of the Lower are the Branch Schools attached to it. The aggregate number on the rolls of these five, was for last year 329 and for the end of this 396, showing an increase of 67 students. One of the students from the City School went up for the Calcutta Entrance Examination in December last, and succeeded in passing. He has since been made an Assistant English teacher of the School. The Cantonment Mission School has increased during

One student passed Calcutta Entrance Examination.

the year in number of students in the School, and number learning English, but the average daily, attendance, which I look upon as being the most important, is about the same as what it was at the end of last year as the following statement will show :—

Cantonment Mission School.

Number on the Rolls	for	1866-67, ... 71	The increase almost entirely of Mahomedans.
Ditto,	for	1867-68, ...101	
Average daily attendance	for	1866-67, ... 59	
Ditto,	for	1867-68, ... 61	
Number learning English,		1866-67, ... 50	
Ditto,		1867-68, ... 63	

17. The Educational operations of the Church Mission at Peshawar are, however, beginning to extend themselves beyond the City and Cantonments.

Mission Village Schools

Mr. Ridley, the Manager of the Mission Schools there, opened a small Vernacular School about three or four months ago in the Village of Pelosi 6 or 7 miles from the City of Peshawar, and he intends, if Government aid can be procured, to open some more in those Villages that are within easy riding distance of the city, so as to enable a daily supervision of them by one or other of the Missionaries.

Dera Ismail Khan and Bunnoo Mission Schools.

18. The 5 remaining Mission Schools are under the management of the Missionary at Dera Ismail Khan, and are divided into one of the Middle class at Bunnoo; one of the Middle class at Dera Ismail Khan; and three Branch Schools attached to this latter, which are not brought under any class yet but are expected to be so soon.

Bunnoo Mission School.

19. I visited the Bunnoo Mission School, and forwarded the report on it so very lately that nothing more need be said of it here except that there has, been an increase of only three students in the number attending the School, during the year, and that there has been a considerable increase of Mahomedans, there being 37 of these last year, against 61 at the end of this; but as the School is about the same size, the number of Hindoos must have decreased proportionately.

Dera Ismail Khan Mission School.

20. When I inspected the Dera Ismail Khan Mission School in November last, the Revd. R. Bruce was the Manager of that and the Bunnoo School, but since then he has gone home and given over charge to the Revd. D. Brodie. The School (including its branches) has gained an increase of 108 boys during the year. An application was sent in, a short time ago, for a Government Grant for the Branches, as the three existing ones were found to be growing to a size, which required additional pecuniary aid, and it was also thought expedient to open a fourth in a quarter of the city unprovided with a School.

Government Grant for Branch Schools.

21. The three other Anglo-Vernacular Schools are the Elementary Aided ones at Kohat, Murdan, and Rajanpore.

Kohat English School.

At the Inspection of the Kohat English School in November last, I found 75 names on the register and 50 boys present, divided off into 5 classes; 4 in which English was taught, and one in which there was only Vernacular. The four English classes were the 7th to the 10th according to the Government scheme.

No progress made.

I was not pleased with the Examination given in English, and from remarks on the School in the last Annual Report, I don't think any progress has been made since last year.

This, however, can't be put down to the fault of Mr. Jennings, the English Master, as he was quite unassisted in the tuition of 60 boys.

Resignation of Head Master.

I was in hopes of seeing him, with the aid of a 2nd teacher, bringing the School on to an efficient state, which I think he would have done, had he not resigned his appointment at the end of the year.

There was an attempt made to levy fees in the School during the year, but it appears to have been given up now some months; the reason for which I have not heard, but I suppose it was found difficult to collect them. Sanction was applied for and has been obtained for the conversion of the School into the Zilla School of the District from the 1st April, 1868.

Failure in introducing fees.

To be converted into a Zilla School.

22. The School at Murdan in Eusufzaie, belongs to the Corps of Guides. I examined 16 boys of the School last October and was pleased with the proficiency of most of them in English. Those in the Higher classes read and explained portions of the 2nd and 3rd English Books very fairly and wrote a piece of English from dictation remarkably correctly. There was, however, no Vernacular teacher appointed to the School till near the close of the year.

Murdan English School.

23. English was introduced into the Vernacular School at Rajanpore on the 1st June last, so that when I visited it in January very much progress could not have been expected for such a short time. The Rajanpore chiefs have not as yet shown as much inclination in sending their sons to the School as they have displayed liberality in furnishing funds for the opening of it. The Vernacular School has increased considerably during the year.

English School at Rajanpore.

24. Of purely Vernacular Schools there are 188 divided thus:

Number of Vernacular Schools.

Normal Schools, ...	2
Jail Schools, ...	2
Town Schools, ...	2
Female Schools, ...	2
Village Schools, ...	180
TOTAL, ...	188

25. The two Normal Schools are at Peshawar and Dera Ismail Khan. The number of pupils in the former at the end of the year was 17 of whom 3 were reading for Certificates, and 14 were in the Rudimentary class.

Peshawar Normal School.

Of this latter number 6 were Village School teachers, 3 scholarship holders, and 4 non-stipendiary students.

At the Examination in April, one pupil from the School was examined for a certificate and succeeded in obtaining one of the 4th Grade: and out of 6 students who were examined from the Rudimentary class, 2 passed. At the October examination, 4 out of 5 students passed from the Rudimentary class.

The Educational Staff of the School consists of only one teacher, who, though a good scholar, can hardly be expected to carry on all the work by himself. One of the teachers of the Peshawar Zilla School, used to give assistance during the year by attending to the Normal School students in his leisure hours, but as the Zilla School has been abolished, this aid will of course be withdrawn. A good feature in the School is the four non-stipendiary students reading at it; and this number would, I dare say, increase, if there was a 2nd teacher appointed to carry on the general subjects such as Mathematics, History, Geography, &c., so that the Head teacher might be allowed to give up the whole of his time to the languages.

Inefficiency of the Staff of Teachers.

Arrangements have been effected for the appointment of a second teacher.—W. R. M. HOLROYD, D. P. I, P.

26. At the Dera Ismail Khan Normal School, there were 13 pupils at the end of the year, all Village School teachers, and all in the Rudimentary class.

Dera Ismail Khan Normal School.

In April, 6 tried for certificates and all failed; 9 were examined from the Rudimentary class and not one passed. In October, however, there was more success as 4 passed from this class out of 5 examined.

This School has two teachers employed in it, and is better off in this respect than the Peshawar one, although the number of pupils allowed for the latter, independent of the non-stipendiary ones attending, is greater than that allowed for the former.

27. Just before my visit to the Dera Ismail Khan Jail School, a large number of prisoners, some transferred, others released, had left the Jail among whom some belonged to the School. I found 33 students who were divided off into the 6th and 8th classes and could read little easy sentences, but had not learnt any

Dera Ismail Khan Jail School.

Writing, Arithmetic, History, &c. Besides these, there were 40 or 50 of the prisoners learning the letters of the Alphabet, whose names were not put down in the Register of the School.

Peshawar Jail School.

28. In the Peshawar Jail School, there were 51 names on the Register. Some of the students examined by me could read and write a little Urdu, and some worked out a simple addition sum, but nothing else had been taught. I believe it is the practice to transfer prisoners, sentenced to long terms of imprisonment, from the Peshawar and Dera Ismail Jails to the other ones. In this case, the Schools in them can never rise to any very high standard, but may be ranked as Branch Schools attached to other Jails.

Number of Town Schools.

Jampoor Town School.

29. There are only two Town Schools in the Circle, one at Jampore in the Dera Gazee Khan District and the other at Kotooddoo in Moozuffurgurh. Three or four other Schools have very nearly, or altogether reached the Town standard, but have not as yet been set down as such. The number of students in the Jampoor School for the end of the year is 104, or nearly the same as last year, but the classes have risen a grade since then. The first class, however, has been broken up since my visit to the School in January, one of the two students in it having got employment, and the other having left to look out for something for himself.

Moozuffurgurh Town School.

30. The Moozuffurgurh Town School at Kotooddoo has increased considerably in number of students during the year there being 112 at the commencement of it against 150 at the close. At my inspection of the School in February, the three students of the 2nd class did fairly in all their subjects of examination especially in translation from Persian into Urdu, and Urdu dictation, two of the most important requirements for those looking out for Government employment as all these were. In the other classes, some of the translations were not good, and there was rather a deficiency in Arithmetic.

Number of Village Schools in each District.

31. The 180 Village Schools are situated thus,

Hazara, ...	2
Kohat, ...	7
Dera Ismail Khan, ...	30
Peshawar, ...	41
Bunnoo, ...	27
Dera Gazee Khan, ...	38
Moozuffurgurh, ...	35=180.

Manseera Village School.

32. The two Schools in the Hazara District, one at Manseera, the other at Hurreepore, are both supported entirely by Government. I visited the Manseera School last October, and found it in a very confused state; no classification or no regular set of books studied. The number of students at the end of the year was 22, about the same as it was when I was there.

Hurreepore School.

33. The Hurreepore School has 60 names on the rolls with classes ranging up to the 3rd. A new teacher was appointed to the School in May last, from the Rawulpindee Normal School; he has got it on well during the time he has been there, but a flourishing institution can not be looked for in Hurreepore till there is a good Schoolhouse built and a 2nd teacher or, at the least, Monitors appointed.

On my last visit I found nearly 50 boys sitting together in one small room, with one teacher to attend to them all.

To have teachers ready for Schools to be opened in Hazara.

34. As soon as the Settlement of the District is completed, Schools will doubtless be established on the same footing as the Schools of other Districts, and supported partly by Educational Cess Fund money. In order to meet this contingency, I should like, if funds were forthcoming, to see a few young men preparing themselves at the training institution, to be ready to take charge of the first Schools opened in the District.

Peshawar Village Schools.

35. The numbers on the rolls at the end of the year and the average daily attendance for the whole year in the 41 Village Schools in Peshawar are respectively 812 and 619, against 830 and 683, the corresponding numbers for the last year, showing a decrease of 18 on the Registers and 64 in the average attendance.

Pushtoo is encouraged as much as possible and is read in the lower classes of many of the Schools.

Kohat Village Schools.

36. There are seven Schools in the Kohat District, all of which were inspected during the year by the Deputy Inspector. I intended making my inspection of them on my way up the Frontier, but could not do so before the year closed.

These numbers accord with the statistics entered in the monthly reports submitted by the Officiating Inspector.—W. R. M. HOLROYD, D. P. I., P.

The roll number for all the Schools at the end of the year was 183 and the daily average attendance, which looks to me as incorrect, is set down as 173.

Extract from Deputy Commissioner's Report.

37. The Deputy Commissioner of Kohat in his Annual Report on the Schools in his District for the year writes thus "I have had an application from the Syuds in Terah, requesting that a Village School be established at Shahookhayl in the Hungoo Sub-collectorate. This I beg strongly to support, and it will have the effect of inducing children from independent territory to be sent for instruction."

Money reverting to Cess Fund from English School.

38. As Rs. 46 spent on the English School at Kohat will revert to the Educational Cess Fund, now that the School is converted into a Zilla one, this sum will be available for opening a School at the Shahookhayl and another wherever the Deputy Commissioner recommends.

Bunnoo Village Schools.

39. I found 34 Schools in the Bunnoo District, and at the inspection of them I recommended seven to be closed. On talking, however, with Major Munro, the Deputy Commissioner, on the present backward state of the majority of the Schools, and the very slight, or no progress made by them since Major Munro's first acquaintance of them in 1860, we both thought it could not at all events make matters worse, and it might produce better results to reduce the number of the Schools in the District from which it is at present, down to 10 or 12, and to spend the funds, allowed to the larger, on the smaller number, by which the teachers' salaries could be raised, and better men could thus be obtained for the posts.

Proposed to reduce the number to 10 or 12.

Major Munro, the Deputy Commissioner's Report on the subject forwarded in original.

Major Munro shews that the present condition of the Vernacular Schools is unsatisfactory and that no great improvement can be expected unless the salaries of the teachers be raised. I quite concur in the general principle he advocates and am much indebted to him for his able minute on the subject. I should doubt the expediency of making so large a reduction as has been proposed in the number of Schools, but it will be convenient to consider this matter when making arrangements for the redistribution of the one per cent cess in accordance with the determination approved by Government of spending the money levied in each District as far as possible in that District after making certain deductions for general charges.—W. R. M. HOLROYD, D. P. I., P.

40. I forward, in original, Major Munro's Report on the subject. Owing to our calculating on having a larger sum of money for the Schools than is allowed for the year 1868-69, the statement of the number of teachers and their proposed salaries as drawn out by me, and set down in para. 11 of the enclosed Report, requires some revision, which I have accordingly made and appended to the Report.

41. In para. 18 of the same Report will be found the Deputy Commissioner's opinion on the subject referred to by you in your Circular No. 5, dated 3rd February.

Statistics.

42. The number of students at School in the whole District at the beginning of the year was 740 and at the end 768: the average attendance for last year and this 600 and 639 respectively. There has therefore been an increase during the year of 28 names on the School Registers and 39 in the average daily attendance for the whole District; this will appear the more satisfactory when it is known that the number of Schools at the end of the year was 5 less than at the end of the last year.

Meeanwalee Village School.

43. Very nearly one-half of the students belong to the Meeanwalee Tahseel, where the Schools are far more advanced than those in the other three. The Meeanwalee School, by far the best in the whole District, will be ranked as a Town School soon, if it continues in its present efficient state.

Appointment of English teacher for the Meeanwalee School abolished.

44. At the request of some of the most influential native officials at Meeanwalee, an application was sent up at the beginning of the year by the Civil Authorities for a Grant-in-aid for the appointment of an English teacher in this School, and a sum of Rs. 25 was obtained from the Government; but it was found out afterwards that the few natives of influence, who were the leaders in the application, had left the Tahseel, and that the wish for instruction in English was not at all general among the people; so the Grant was withdrawn.

Certificates and Rewards for the native gentlemen of the Bunnoo District.

45. Some of the leading natives in those Villages of the Bunnoo District where Schools were situated got certificates, for assistance given by them to the Schools, from your office one year, and these were followed by small rewards in money in the following year. At the time of my visit in the District, I was given a list of those, who received Honorary certificates last year, and are in hopes of having the same favor conferred on them, of rewards in money, as was on their predecessors. These names will be added in the general list at the end of the Report.

Dera Ismael Khan, Village-Schools.

46. I inspected 11 out of 15 Schools in the Trans-Indus portion of the Dera Ismael Khan District on my way down the Frontier in December, and 13 out of 17 in the Cis-Indus part on my way up in February. The most advanced were those of Kaior, Vehowa and Puniala, though the two latter were small, having only 32 and 36 students respectively.

The three Schools at the Head quarters of the Tahseels of Koolachee, Bukker, and Leia had very formidable numbers for Village-Schools, one of them having as many as 100 and another 88 students, but the condition they were in was proportionately low.

Extract from Deputy Commissioner's Report.

47. The following extracts are taken from the Annual Report on the Schools in the District, forwarded to me from the Deputy Commissioner's Office.—

"The falling off of 211 scholars is the result of the reduction of 6 Schools which were utterly worthless serving only to swell the Registers with no results. It is hoped that this measure and a further reduction which I propose, will have its results ere long in a marked improvement in the Schools to which I am by this means enabled to afford better-paid teachers."

The amount applied for by the Deputy Commissioner was entered in the Budget and no application was subsequently made by that officer for a large amount.—W. R. M. Holroyd, D. P. I., P.

Money for building purposes very inadequate.

Proceeds from sale of books.

This appears to be an error. A request was made to all Dy. Comrs that they would endeavour to make reductions where practicable in the Budget 1868-69. The reduction of Rs. 14 was proposed *by the Deputy Commissioner*, but too late for compliance as the Budget had already been submitted. Provision has been made and sanctioned for 6 students at the Normal School.—W. R. M. Holroyd, D. P. I., P.

"Repairs to the buildings amount to Rs. 200, being the amount of the Budget allotment, which is utterly inadequate for the purpose (Rs. 300 being the least sum that will suffice) and which has remained the same as before with regard to Dera Gazee Khan notwithstanding the transfer of Vehowa from that Zilla to this one." "The proceeds of book sales were Rs. 110-5-0 against Rs. 101 last year." "In accordance with the wish of the Director of Public Instruction, I effected a reduction of Rs. 14 per mensem during the year by reducing the number of teachers under instruction at the Normal School from 6 to 4; but this of course directly affects the cause of Education in the District which entirely depends on getting the present ignorant teachers instructed as soon as possible, in which case only are the people likely to incline to our Schools.

Dera Gazee Khan Village Schools.

48. At the commencement of the year under review all the Schools in the Dera Gazee Khan District, except the Zilla School, were at the request of the Civil Authorities and Native Chiefs converted into aided ones, to be maintained at an annual cost of Rs. 10,042, made up of Educational Cess money, private incomes, and a Government Grant. As this amount was greatly in excess of the funds applied to the Schools in former years, a general increase of the salaries of all the teachers took place from the 1st of May.

A part of the money also was intended to be laid out in maintaining boys who would be found anxious to attend the Schools, but unable to do so from poverty. I thought I would have been able to mention here whether this arrangement had been carried into effect, and if so, how it was acting but I find I cannot, as the Deputy Commissioner's Report has not reached me yet.

49. I examined 35 Schools during my tour, out of 36 then existing in the District. Since then the number has risen to 38.

Examination and Statistics of the Schools.

They are in general far more advanced than Schools in the other Districts of the Circle. The Town School of Jampore has been already mentioned. I am in hopes of the three Schools at Hairo, Jung, and Mugrota, becoming Town Schools at the time of the next Annual Inspection. There has been an increase of 117 boys during the year in the whole District and an increase of 286 in the average daily attendance for the whole year.

Moozuffurgurh Village Schools.

50. There were 35 Schools at the close of the year in the Moozuffurgurh District. The aggregate number of students in all the Schools at the end of the year was 805, or 122 more than at the end of last year; the average attendance for the whole year is 639 or only 25 more than what it was for the last. I found most of the Schools to be bad during my inspection of them, and recommended one-half of them to be closed, and the funds thus saved, be spent on the more flourishing ones. In approval of this the Deputy Commissioner of the District writes in his Annual Report.

The measure is no doubt judicious but care should be taken lest money paid by the Agricultural classes should be unduly expended for the benefit of the trading community.—W. R. M. HOLROYD, D. P. I., P.

"In conclusion I would add that steps have been taken towards carrying out the proposition of the Inspector of Schools, for the abolition of the poorly attended Schools and the expenditure of the savings effected thereby, on the more flourishing Schools in localities where Education is appreciated by the trading and Agricultural classes."

Extracts from Deputy Commissioner's Report.

Ferozedin, Tahseeldar of Kotooddoo.

Purchase of instruments.

51. The following are also taken out of the same report. "Raja Ram, the Chief School Moburrir has made 6 tours of inspection during the year in the Districts and once accompanied the Inspector of Schools in his inspecting tour through the District." "The Tahseeldar of Kotooddoo, Ferozedin has received the thanks of His Honor, the Inspector, and the Director of Public Instruction Panjab for his exertions in the cause of education; his efforts have met with great success" "Rs. 20 have been spent in the purchase of instruments for the instruction of pupils in two of the Schools in the use of the Plane Table."

Female Schools.

Repair of buildings.

Savings from salaries of Establishments.

"There are no Female Schools now in this District; the attempt to introduce them having proved a failure" "19 School buildings have been repaired in the District at a cost of Rs 200, the full amount of the provision for the year" "Rs. 96 10-8 on account of savings from the salaries of establishments have been credited to the 1 per cent. Educational Fund between the months of April 1867, and March 1868." "Rs. 18 have been realized on account of fees during the year."

Female Education.

52. There are two Female Schools in existence in the Frontier Circle at present, one at Moosakhayl, and the other at Esakhayl, both in the Bunnoo District. Many were closed during the year 1866-67, and I strongly recommend the same plan to be followed with those two. That at Moosakhayl was composed at the time of my visit there, of about 10 or 11 little children who seemed to be, all except one, hardly old enough to be able to talk.

53. At the Esakhayl one, I found that four little girls could read and write, of whom two were the daughters of the old man who was the teacher of the School; but it is most probable that the amount of knowledge displayed by them and for which a monthly sum of Rs. 11-8-0 has been spent for some time, was nearly all gained before they went to School at all.

54. The correspondence on the subject of Female Education, received during the year from your Office, was forwarded as directed by you to the several Districts of this Circle with the view of obtaining the opinion of the District authorities on the matter. There seemed, from the replies I received, to be only one opinion amongst them all, which was that the time for Female Education on the frontier had not yet arrived It is certainly too early yet, to establish Female Schools in parts of the Districts where no one knows any thing about them except the teachers who draw their salaries, as was the case with those that have been shut up, and is so with the two left open still

55. But the following account, kindly furnished to me by Mrs Ridley, (the wife of the Revd W Ridley, Manager of the Peshawar Mission Male Schools) of the Mission Female School in Peshawar under her superintendence, shows that attempts might be made to establish such Schools in some of the other Frontier Stations. Mrs. Ridley says "The number of names on the books has varied during this year from 39 to 44. The girls are all Mohomedans and so is the principal teacher. Among the children are three little girls who belong to the Shahzade's family Some are daughters of Mullahs, but the greater number are poor "The 1st class girls range from about 12 to 19 years old (judging from their appearance) The School has been under my care since last December, but was not given up to me entirely until this month, and the beginning of next I hope to make some changes in order to establish another School near the Gurkattri."

"The only inducement I give the girls to come is a constant supply of needle work of various kinds for which I pay them according to its value, and this has made them, particularly the elder girls, regular in their attendance. I always spend 2 or 2½ hours there every day, and many girls and women visit the School during School hours. They read the same books as the lower classes in the Boys' School, and the Scriptures. The School has been established about 5 years"

56 Female European supervision can't of course be obtained in the other stations to the same extent that it is in Peshawar, but from the few words of conversation I have had, on one or two occasions, with some of the Frontier Ladies, I am inclined to think that they would render assistance towards Female Education, by paying occasional visits to the Girls' School in their station, to see that it was in existence and that tuition was going on; and this would be one essential point gained. Furnishing the Schools with Native Female teachers would be another difficulty on the Frontier. Mrs. Ridley says that she can't find women, who can read and write, to take charge of the new Girls' School she is going to open, and she is obliged to arrange by placing Monitors in the old School and sending the teacher of it to the new one. And further, the parents of the little girls who attend, are very careful and very particular about the women that they entrust their children to If Female European supervision could be secured in the manner described above and trained Female Native Teachers be imported from elsewhere, I don't see why success should not attend the establishment of a Girls' School in each of the following stations, Kohat, Bunnoo, Dera Ismail Khan, Dera Gazee Khan, and Moozuffurgurh, provided that funds were forthcoming for the purpose.

Deputy Inspector.

57. Moulvi Sufeeoolla, the Deputy Inspector made two Inspections of the Peshawar and one of the Kohat District during the summer, and accompanied me on my Inspection tour in the cold season from Attock to Peshawar and from that all down the Frontier and up again to Kohat.

Chief Mohurrirs.

58. Abdool Hakeem, the Chief Mohurrir of the Peshawar, Alla Bux of the Bunnoo, Nothum Dass of the Dera Gazee Khan, and Raja Ram of the Moozuffurgurh Schools are all working very satisfactorily. Mohomed Ameen, the Chief Mohurrir of the Dera Ismail Khan District has been, as before mentioned, so lately appointed to his post, that his work cannot as yet be commented on, more than that he has begun it energetically.

Reward Fund.

59. I have already brought to your notice that the sanctioned allowance of Rs. 1,000 for Rewards to the teachers, scholars, &c. in this Circle was expended before I finished my tour.

Quite insufficient.

60. The following remarks will I think show that this sum is inadequate to meet all the expenses, legitimate or otherwise, which fall upon it In the first place, although the Circle was increased in 1865, by the addition of the Moozuffurgurh District, the Reward Allowance remained the same as it was before Secondly, wherever students came into the examination from any distance and had to spend any days away from their homes, I found it to be the practice to pay for their travelling expenses and

also for their meals; and wherever the money for this purpose could not be obtained from the District Fund, it had to be furnished from the Reward Allowance. Again, the distribution of money in the way of Rewards ought to be looked on in a different light in Frontier Schools from what it is in the other Circles of the Province. In the latter, where education is sought after and paid for in fees more or less generally throughout all the Schools, Rewards may be looked on as really such, and given only to the comparatively few who make progress.

Reasons for the amount being insufficient.

The Reward Allowance is already very high in proportion to the number and proficiency of the students and could only be increased by reducing the amount allowed for other Circles. It would be quite impossible, even were it desirable, to allow money from this fund sufficient to meet the object indicated by the Officiating Inspector.—W. R. M. HOLROYD, D. P. I., P.

But in the former, where education is not as yet appreciated on account of its own merits and is not paid for by voluntary fees, money distributed under the name of Rewards, may be called nothing more or less than a payment given in cash, books, and sweetmeats, not to a few of the most deserving but to almost all the boys for their attendance at School.

61. An attempt was made lately to introduce the levying of fees in the Moozuffurgurh Schools, but the extent of the failure may be seen in the fact that the Town School of Kotooddoo, the only one where a fraction could be got at all, collected Rs. 3 in fees for the whole year from its 150 students. One of the Choudrees of Moozuffurgurh, being well aware of the uselessness of trying to levy fees from the Moozuffurgurh School, offered to pay Rs. 15 a year in lieu of the monthly collections from the students. The same attempt would I think meet with the same failure if tried in the other Districts of this Circle.

Failure in the introduction of fees in the Moozuffurgurh District.

62. The Arithmetic and Reader mentioned in the last Annual Report as having been lithographed at the Peshawar Jail Press, have since been issued. The Grammar in Pushtoo is expected to be ready shortly for distribution. In many of the Schools in the Peshawar, as has been mentioned, and in a few in the Bunnoo District, Pushtoo is read in the lower classes, but as up till this there have been only the two Elementary Books of Tahseel ul taleem and Nisab Afghanee in Pushtoo in use, it can hardly be judged yet how the study of this language is liked; now, however, that two more have been brought into use and a third almost ready for distribution, the popularity or otherwise of the study of Pushtoo will be fully shown before the next Annual Report. Besides the mention of the above books, I may also add that the Part II. of the Arithmetic used in the Government Vernacular Schools, has been lately translated into Pushtoo, and the Manuscript is at present undergoing revision and correction at the hands of Mirza Ismail, Master of the Normal School at Peshawar, who is himself the author and translator of some of the Pushtoo books now in use; as soon as it is reported by him to be fit for publication, notice of it will be forwarded to your Office.

Pushtoo Books.

63. Those statements of Indigenous Schools that have been furnished from the Deputy Commissioner's Offices, are forwarded herewith.

Indigenous Schools.

64. In conclusion I append a list of native gentlemen recommended by the Civil authorities or myself for reward or honorable mention on account of the services in behalf of Education during 1867–68.

List of natives forwarded for reward or honorable mention.

I have the honor to be,

Sir,

Your most obedient servant,

D. W. THOMPSON,

Officiating Inspector of Schools,

Frontier Circle.

Report on Bengal Military Normal School.

Copy of No. 41, dated 10th July, 1868, from the Director of Public Instruction, Panjab, to the Military Secretary to Government, Panjab.

I have the honor to submit in original for the consideration and orders of Government, No. 143, dated 11th ultimo, from Captain Dunn, Superintendent of Army Schools, reporting on the Bengal Military Normal School at Kussowli for the year 1867-68.

2. At the close of 1866-67 there were nine students under instruction—six of them left during the year under report: three on the completion of the regular course of instruction and three at their own request, the remuneration attached to the post of Army School Mistresses being insufficient to induce them to complete their studies. Of the former, two have been appointed to Regimental Schools and the third is employed as a temporary arrangement in the Lawrence Asylum.

3. Seven students were admitted during 1867-68 of whom one was withdrawn, so that the School contained at the close of the year, as at its commencement, nine students.

4. The conduct of all the students now present is reported to be most creditable, but three of those who have quitted the Institution are reported by the Head Mistress to have given cause for dissatisfaction.

5. Mrs. Vice has shewn her usual energy in conducting the duties of the School, whilst Mr. and Mrs. Mellor have afforded valuable assistance by superintending the practical training of the students in the Lawrence Military Asylum.

6. Captain Dunn proposes that the time during which students attend the Asylum, with the view of learning how to teach, should be somewhat prolonged on the appointment of a trained Mistress to the Infant School of that Institution.

7. The accommodation at the Kussowli Depot for students whose husbands are permitted to accompany them is still insufficient for the number of applicants, but on this point Captain Dunn proposes to make a separate reference.

8. I beg to draw attention to the 7th para. of Captain Dunn's report for 1867-68, and to the 6th para. of Major Fuller's report for the previous year. Captain Dunn stated in his report for 1866-67 that an increased rate of salary was long ago sanctioned by the Secretary of State for Army School Mistresses, and it appears certain that the remuneration now offered, which is less than can be obtained as a domestic servant by a totally uneducated woman, is not sufficient to induce the students to complete their course of study or to make them look with apprehension on removal from the School or the withholdment of appointments.

Copy of letter No. 143, dated 11th June, 1868, from Superintendent of Army Schools Kussowli, to Director of Public Instruction, Panjab.

I have the honor to submit for the information of the Government of the Panjab my Annual Report of the Bengal Military Normal School for Army School Mistresses for the official year 1867-68.

Mrs. Hynes appointed to 46th Ret.
" Aves " to 107th Regt (since deceased)
(Miss Donaldson.

At the close of the year 1866-67, there were 9 students under instruction; of these three completed their course of study during the year 1867-68, two having been appointed to Schools, and one permitted to do duty in the Lawrence Asylum (drawing pay as Army School Mistress) till an appointment in a Regiment, suitable for a young unmarried person can be found for her. Three students withdrew at their own requestd uring the year. Two of these were reerred to, at the

close of my last report, and the third left under similar circumstances, (*i. e.*, from no cause connected with the institution itself) having been induced to do so by her husband, on account of whose inability to support her previously, she was under special authority admitted to the School.

2. Seven students were admitted during the year, but one, a young girl, after passing her second examination very satisfactorily, was withdrawn by her mother who accompanied her to the School, because the latter was unable to obtain further leave of absence from her Regimental duties as School Mistress.

3. There are therefore at the close of 1867-68, again 9 students in the School and two are expected immediately.* There are other candidates for admission but one only can be at present received on account of the restricted accommodation available at the Kussowli Depot for students whose husbands are allowed to accompany them. This point will form the subject of a special reference, on my return to Kussowli.

4. Mrs. Vice, the Head Mistress, reports the conduct of the students at present under her as everything she could wish, but remarks unfavorably on some portions of the past conduct of three of the students who have left her immediate charge, whose names I, on this occasion, withhold as I think the faults referred to might have been more effectually dealt with at the time they occurred.

5. Mrs. Vice has not furnished me with any report as to the manner in which the Assistant Mistress, Miss Parson, has discharged her duties during the past year, but I believe she has given general satisfaction.

6. Mr. and Mrs. Mellor at Sanawar continue to afford valuable aid, in conducting the students through the practical portion of their training. I have been for some time wishing to propose a somewhat longer period of residence of the students at Sanawar, the added portion to be devoted particularly to the study and practice of the system of conducting Infant Schools, which forms the most important Branch of a Regimental School Mistress's duties; but I have deferred doing so, because up to the time when I last had an opportunity of conversing with the Lawrence Asylum authorities on the subject, there was not a regularly trained instructor at the head of the Infant School in that Institution, endeavours being, however, I believe, made to obtain one from England.

7. I much regret that I am unable to report the carrying into effect of the measure so long proposed and virtually sanctioned (referred to by me in several successive reports) of increasing the salaries of Army School Mistresses in this Country. Till this is done we cannot hope either to attract the best qualified women in Regiments as candidates, or to secure that degree of anxiety amongst the students as to the final result of their course of study necessary to ensure anything like a high measure of success at the examinations. At present, in spite of every care bestowed in the teaching, the papers of the students at their final examinations, though generally shewing a fair knowlege of the subjects studied, fall short of what might be expected, and of what I believe would be attained, under the stronger incentives to exertion which the proposed increase of salaries would supply.

8. The house for the accommodation of the students at Sanawar is completed, and I believe occupied, but I have not seen it since its occupation.

9. Of the zeal and general good management of Mrs. Vice I have only to report in the usual favorable manner.

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* Since arrived.

Report on Roman Catholic Institutions.

Copy of No. 378, dated Simla, 8th June, 1868, from the Revd. Father Sebastian, Secy. to the Roman Catholic Institutions, Simla, to Captain W. R. M. Holroyd, Director of Public Instruction, Panjab.

SIR,

I have the honor to forward to you the Annual Report of the Roman Catholic Institutions at Simla for the year 1867-68.

2. Within the last twelve months, up to the 30th of April, nothing particular which calls for notice, has taken place in the above mentioned Institutions with the exception, perhaps, of the following three things, viz., the appearance of Cholera last year; the completion of the new building; and an increase of 3 Nuns.

3. With reference to the first point: Cholera; a Report on the subject was sent to Government from Surgeon J. C. Tuson then in joint Medical Charge at Simla. That Report, however, whilst it stated the substantial fact of the epidemic disease, failed in the establishing of the accuracy of many circumstances in connection with it, which called upon me to rectify in a reply of mine, No. 403, dated 19th August, 1867, forwarded to Colonel R. C. Lawrence, C. B., Deputy Commissioner, Simla.

The simple truth is that the infection manifested itself *suddenly* within the premises of the Institution on the morning of the 30th June, and the one attacked child died at 4 o'clock P. M. of the same day. On the first of July a second child also was attacked and she fell victim of the same disease on the morning of the 3rd of that month. With the exception of those two cases no other child was attacked, and cholera disappeared entirely from the Orphanage on that very day.

But here I am bound to repeat for the credit of the religious ladies in charge of the children that nothing was left undone by them to save, if possible, those two children, whilst every precaution was at the same time taken to prevent the spreading of that unwelcome visitor.

4. Having mentioned the subject of last year's cholera I may here take the opportunity of adding that, since that time and throughout the remainder of the twelve months under review the health of the children has been always very good and satisfactory. The periodical Reports of the different Members of the Local Committee to Government bear ample evidence of this happy state of things.

The only shortcoming to which the attention of Government has often been called by those Gentlemen in their reports is the absence of a suitable Hospital in the case of some contagious malady springing up amongst the children. But the only explanation I can offer for it, and to the justification of the authorities of the Institutions, is "want of funds."

The attention of Government has likewise and repeatedly been drawn to the absence of medicines in the Establishment. To this also I am bound to repeat that as a free grant of medicines was refused as often as applications for it were made, and as on the other hand the funds supplied by the same establishment are not even sufficient to furnish its inmates with food, clothes, &c., the poor children of our soldiers have no other alternative but to pray to the kind Providence of our common Father, God, to preserve them in good health.

5. The plan of the new building intended for a proper accommodation of the children and their religious teachers, of which mention was made in my last report, and the foundations of which were laid on the 15th October, 1866, was brought to completion on the beginning of the same month of the succeeding year. But only two-thirds of the plan, leaving the raising up of its second wing for more favorable times with regard to the forthcoming of pecuniary means. Even as it now stands it costs already little below half a *lac* of rupees. And all this large amount was solely supplied by the generosity of the Public in India, and the uncommon efforts, self-denials and personal sacrifices of the not wealthy but zealous priests located at the different stations in the

Agra Vicariate. And you will agree with me that to have now recourse once more to the same benevolent sources would rather wear out the patience of the kind Public than prove for the *third* time an efficacious means of raising funds to complete the building in all its parts, to build up the Hospital or Chapel, &c., epecially so when we consider that funds also are to be collected for a second Orphanage for the Boys at Mussoori.

However, even as the Building now is, it is very large and of two stories, capacious enough to accommodate at least 1,500 girls.

6. Last year there were 5 Nuns attached to this Establishment for the tuition of the children as well as the management of the House. But last February 3 more came up from Agra to increase the efficiency of the teaching system for female education. Thus their number is now 8. It is to be hoped that this additional number of Mistresses will afford efficacious help towords the attainment of the great object in view.

The results of the Examination of the children held last year by yourself are already known to Government. I need not therefore dwell on this point.

7. The number of the girls averaging from 5 to 17 years of age is now 59, thus leaving an increase of 12 on that of the last year which was only 47. Of this number 5 were removed by their parents or relatives; 1 was married; 2 died of cholera, as I have stated in para. 3; leaving altogether 8 vacancies. But within the first quarter of the new year 1868, 20 children were admitted to make up 59 as stated above.

Of this number 34 are Orphans; 13 non-orphans supported by Government allowances; 3 received no allowance whatsoever, being above age and 9 are maintained as Boarders by their Parents or Relatives.

This last number, however, is not composed of soldier's children. The annual expenses of the Institutions being in all instances in excess of the receipts, the Superior of the Mission had no other choice to balance at least the finances of the Institutions, but open their doors also to a certain number of Boarders.

8. In conclusion, although the means for a proper management of the R. C. Military Orphanage at Simla are exceedingly scanty, yet I am happy to say that Military as well as other visitors who either by Government orders or otherwise have during the last twelve months under review, visited the School, found generally speaking, everything in an improving and satisfactory condition.

I have, &c.,

(Sd.) FATHER SEBASTIAN,

Secy. R. C., Institutions.

Copy of letter No. 79, date 10th July, 1868, from Inspector of Schools, Amballah Circle, to the Director of Public Instruction, Panjab.

I have the honor to lay before you my report of the Inspector's examination of the Roman Catholic Female Orphanage at Chelsea, Simla.

No. of children.

2. The Institution educates 66 (sixty-six) girls; these are divided into four classes.

Classes.

In the 1st class there are 5 pupils.

2nd	(of two divisions)	15.
3rd	.. .. ..	11.
4th	.. ..	35.

I. Class.

3. *The first class.*—This class read a very difficult piece of an English book well and afterwards a newspaper article was clearly read and well explained by all. A very difficult dictation was perfectly written by two and extremely well by the rest. Two practice sums were solved correctly by the whole class. Questions in Grammar and the Geography of Europe and Asia were answered with quickness and intelligence, and the class was tolerably familiar with the History of England. The whole class wrote me a capital account of a recent picnic to Elysium by the whole School, every girl expressing herself sensibly and without affectation and writing legibly and elegantly.

II. Class.

4. *Second class.*—The reading and explanation of this class is very good; their dictation good in the first division and very fair in the second. Writing generally clean and plain. A sum in the compound long division of money was solved correctly by all; and the class generally answered satisfactory elementary questions in Grammar and Geography and in the first two-thirds of the history of England.

III. Class.

5. *Third class.*—This class read and explaind very well indeed considering the average age of the children. A sum in simple multiplication was done correctly by about half. The answering in Elementary Grammar and the outlines of the world was good.

IV. Class.

6. *Fourth class.*—The children of this class are mostly mere beginners. They read short sentences well and spelt and explained words of (5) five letters very creditably. They knew their tables up to 4×12 well.

General Remarks.

7. I consider the general proficiency of the girls of this Orphanage most creditable to all engaged in their tuition. The girls are evidently fond of their work, and anxious to do their teaching justice. The plain and fancy work shewn to me as the work of the girls was excellent, a proof that the leisure of the children is well employed

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Copy of No. 165A., dated Murree, 21st August, 1868, from the Director of Public Instruction Panjab, to the Military Secretary to Government, Panjab.

* No. 378, date 8th June, 1868, from Superintendent, Roman Catholic Institution, Simla

† No 79, date 10th July, 1868, from Inspector of Schools, Amballah Circle.

I have the honor to submit the report of the Revd. Father Sebastian on the Roman Catholic School at Simla, during the past year and the Inspector's report † on his examination of that Institution.

2. The School contains at the close of the year 59 girls or twelve more than at its commencement. The age of the pupils ranges from 5 years to 18 and no less than 34 are Orphans. Nine are supported by their parents or guardians but they are not the children of soldiers like all the rest. It was found necessary to admit a few children as boarders in order to raise the income of the Institution to a level with the expenditure.

3. The general progress of the Orphanage during the past year has been very satisfactory, and the report of the Inspector shews that the children passed a highly creditable examination and that they have greatly improved since last year.

4. The educational staff has been increased by the arrival from Agra of three more Nuns, and there are now eight in all engaged in tuition and the management of the domestic department.

5. The want of a hospital and of a good supply of medicine is much felt. The Revd. Father Sebastian, however, states that nearly half a lakh of rupees raised entirely by means of private subscriptions have been expended on the new building designed for the accommodation of the girls and their religious teachers. And under these circumstances little hope is entertained of the possibility at present of raising more money either for the completion of this building, of which two-thirds have been finished, or for the erection of a hospital.

6. The Revd. Father points out that repeated applications for the gratuitous supply of medicines have been refused by the Government. I am not aware on what grounds this concession was withheld, as the children attending the Sir Henry Lawrence Memorial Asylum at Murree are supplied with medicines free of cost, and an Apothecary is allowed to the Institution and paid by the State. Both these Institutions are assisted by grants-in-aid and both are maintained for the education of the children of British soldiers.

Copy of No. 536, *dated* 25*th October*, 1868, *from Military Secretary to Government of India, to Military Secretary to Government of Panjab, received with No.* 3,899, *dated* 9*th November*, 1868, *from Military Secretary Government, Panjab.*

In reply to your letter No. 347, dated 9th September, 1868, submitting the report on the Roman Catholic Institutions at Simla for the year 1867-68, I am directed to acquaint you for the information of His Honor the Lieutenant Governor that the Right Honorable the Governor General in Council considers the report satisfactory.

2. With reference to para. 2 of your letter which contains His Honor's recommendation to a free issue of Medicines to the inmates of the Asylum, the Right Honorable the Governor General in Council sanctions the proposal and the Medicines are to be supplied gratis on half-yearly Indent to be prepared by the Medical Officer in visiting charge and countersigned by the Deputy Inspector General of the Circle.

STATEMENTS.

STATEMENT shewing the number of PUPILS in each Class of ZIL' SCHOOLS,

NAME OF DISTRICT.	NO. OF PUPILS IN EACH CLASS AT THE CLOSE OF 1866-67.											NO. OF PUPILS ADMITTED DURING 1867-68.										
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	TOTAL.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	TOTAL.
Dehli Zil' School, ...	31	28	29	37	61	83	80	42	16	14	421	90	65	48	14	68	20	17	62	37	50	471
Branches Ditto, ...	...	...	...	...	...	...	...	51	178	609	838	...	...	...	...	...	...	26	92	21	51	190
TOTAL, ...	31	28	29	37	61	83	80	93	194	623	1,259	90	65	48	14	68	20	43	154	58	101	661
Rewari Zil' School, ...	4	6	6	6	7	8	11	29	..	...	77	...	...	...	1	2	15	9	19	...	...	46
Branches Ditto, .	...	...	...	.	...	.	...	...	38	312	350	...	...	...	...	. .	...	...	8	14	122	144
TOTAL, ...	4	6	6	6	7	8	11	29	38	312	427	...	...	...	1	2	15	9	27	14	122	190
Simla Zil' School, ...	...	...	5	...	...	10	5	12	13	48	93	...	...	...	...	15	15	13	2	3	59	107
Branches Ditto, ...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	6	79	85
TOTAL, ...	...	...	5	...	...	10	5	12	13	48	93	...	...	...	...	15	15	13	2	9	138	192
Jugadhree Zil' School, ...	...	...	...	4	4	8	8	21	19	49	113	...	...	1	...	...	2	1	5	20	36	65
Branches Ditto, ...	...	...	...	...	...	...	...	...	20	356	376	...	...	...	...	...	...	...	...	6	104	110
TOTAL, ...	...	...	...	4	4	8	8	21	39	405	489	...	...	1	...	...	2	1	5	26	140	175
Kurnal Zil' School, ...	...	...	6	6	7	4	8	23	13	15	82	...	...	2	2	2	...	3	5	17	17	48
Branches Ditto, ...	...	...	...	...	...	...	. .	...	...	146	146	...	...	...	...	...	...	...	...	...	257	257
TOTAL, ...	...	...	6	6	7	4	8	23	13	161	228	...	...	2	2	2	...	3	5	17	274	305
Rohtak Zil' School. ...	...	2	5	6	11	...	10	22	21	...	77	...	1	1	1	11	23	16	2	30	...	85
Branches Ditto, ...	...	...	...	...	...	...	...	...	18	241	259	...	...	...	...	...	...	.	...	11	127	138
TOTAL, ...	...	2	5	6	11	...	10	22	39	241	336	...	1	1	1	11	23	16	2	41	127	223
Bhewani Zil' School, ...	...	...	...	...	6	4	8	5	10	45	78	...	...	...	...	1	1	1	...	1	19	23
Branches Ditto, ...	...	...	...	...	...	...	...	...	...	48	48	...	...	...	...	...	...	...	...	...	76	76
TOTAL, ...	...	...	...	...	6	4	8	5	10	93	126	...	...	...	...	1	1	1	...	1	95	99
Jhajjur Zil' School, ...	.	...	...	5	11	7	17	8	24	103	175	...	...	...	...	...	1	2	1	9	25	38
Branches Ditto, ...	...	...	...	...	...	...	...	...	...	83	83	...	...	...	...	...	...	...	...	...	9	9
TOTAL, ...	...	...	...	5	11	7	17	8	24	186	258	...	...	...	...	...	1	2	1	9	34	47
Ropur Zil' School, ...	.	...	...	...	...	...	...	...	...	...	...	...	...	...	5	2	6	.	6	28	131	178
Branches Ditto, ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	200	200
TOTAL, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	2	6	...	6	28	331	378
TOTAL OF UMBALLA CIRCLE, ...	35	36	51	64	107	124	147	213	370	2,069	3,216	90	66	52	23	101	83	88	202	203	1,362	2,270

at the beginning of, and at the close of, 1867-68.

NO OF PUPILS WITHDRAWN DURING 1867-68											NO OF PUPILS AT THE CLOSE OF 1867-68										
1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class	7th Class	8th Class	9th Class	10th Class	TOTAL	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class	7th Class	8th Class	9th Class	10th Class	TOTAL
95	65	52	51	71	103	63	46	53	32	631	26	28	25	.	58		34	58	...	32	261
						2	71	199	559	831	.				.		24	72		101	197
95	65	52	51	71	103	65	117	252	591	1 462	26	28	25		58	.	58	130	...	133	458
2	3		1	3	4	13	8		.	34	6	4	6	10	21	20	22	.		.	89
							44	14	174	232				.		.		43	66	153	262
2	3		1	3	4	13	52	14	174	266	6	4	6	10	21	20	22	43	66	153	351
		3		5	13	5	14	16	65	121		..	2	.	10	12	13			42	79
								4	41	45	.	.	.	...		...		.	2	38	40
		3		5	13	5	14	20	106	166			2	.	10	12	13		2	80	119
			1	1	2	2	4	19	35	64		...	4	4	8	7	20	14	19	38	114
								12	148	160					.		.		14	312	326
			1	1	2	2	4	31	183	224		...	4	4	8	7	20	14	33	350	440
		3	6	4	4	3	12	15	25	72	..	4	1	5		5	11	11	18	..	58
									206	206	..	..	..	.		.		.		197	197
		3	6	4	4	3	12	15	231	278	..	4	4	5	.	5	11	11	18	197	255
	1	2	2	13	12	15	12	30		87	...	2	4	5	9	11	11	12	21	..	75
								17	118	135	..	...		.	.		.	.	12	250	262
	1	2	2	13	12	15	12	47	118	222		2	4	5	9	11	11	12	33	250	337
				4		5	4	8	26	47	.		.	3	4	4	8	4	5	26	54
									58	58		..		..		.	.		..	66	66
				4		5	4	8	84	105		.	.	3	4	4	8	4	5	92	120
				3	8	4	1	5	24	45	.		5	4	4	7	12	12	26	98	168
									9	9		.	..	.		.		.	.	83	83
				3	8	4	1	5	33	54			5	4	4	7	12	12	26	181	251
			1		1	2	3	9	49	65	.	.	..	5	2	5	4	2	24	71	113
									34	34	...	.	..	..	.	..		.		166	166
			1		1	2	3	9	83	99	.	..	...	5	2	5	4	2	24	237	279
97	69	60	62	104	147	114	219	401	1,603	2 876	32	38	50	36	116	71	159	228	207	1,673	2 610

STATEMENT shewing the number of PUPILS in each Class of ZIL' SCHOOLS,

NAME OF DISTRICT.	NO. OF PUPILS IN EACH CLASS AT THE CLOSE OF 1866-67.											NO. OF PUPILS ADMITTED DURING 1867-68.										
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	TOTAL.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	TOTAL.
Lahore Zil' School, ...	14	10	13	19	12	27	14	12	12	17	150	7	5	4	...	7	6	12	12	13	15	81
Branches Ditto, ...	.		.	..		.	22	22	90	354	488		..	..	.	...	...	5	24	144	505	678
TOTAL, ..	14	10	13	19	12	27	36	34	102	371	638	7	5	4	.	7	6	17	36	157	520	759
Amritsur Zil' School, ...	7	7	10	23	17	21	33	33	23	...	174	2	6	5	11	7	8	26	20	25	40	150
Branches Ditto, ...	...	.	..	.	.	.	...	30	85	833	948	.	..	...	.	...	...	...	43	102	655	800
TOTAL, ..	7	7	10	23	17	21	33	63	108	833	1,122	2	6	5	11	7	8	26	63	127	695	950
Multan Zil' School, ...		.	8	4	17	11	13	10	15	27	105	..	.	.	1	3	3	4	7	4	60	82
Branches Ditto, ...	...	.	..	..	...	.	.	...	..	74	74	..	.	.	.	...	..	...	...	...	123	123
TOTAL, ...	.	.	8	4	17	11	13	10	15	101	179	..		.	1	3	3	4	7	4	183	205
Hoshearpur Zil' School, ...		8	...	11	..	8	11	15	13	58	124	..			2	1	2	5	5	1	46	62
Branches Ditto, ...	.	.	..	...	..	...		..	..	208	208	.			..		...	..	...	..	108	108
TOTAL, ...	.	8	..	11		8	11	15	13	266	332				2	1	2	5	5	1	154	170
Buttala Zil' School, ..	...	.	8	9	10	8	9	10	13	39	106	.	.		2	4	1	8	4	10	74	103
Branches Ditto, ...	...		...	..	.	..	...		33	119	152				.	.	...	..	.	37	186	223
TOTAL, ..			8	9	10	8	9	10	46	158	258				2	4	1	8	4	47	260	326
Nurpur Zil' School, ...	.	..	.	5	10	5	7	22	21	8	78				1	...	1	1	...	13	25	41
Branches Ditto, ...		.	..		.	.	..	.	11	150	161					..	..	..	..	17	101	118
TOTAL, ...	.	.	.	5	10	5	7	22	32	158	239				1	.	1	1	.	30	126	159
Ferozepur Zil' School, ...		..	.	6	7	..	11	13	15	138	190		.		1	3	2	..	11	7	115	139
Branches Ditto, ...	.	...	...	...	..	...	..		11	56	67		.			...	.	...	.	6	121	127
TOTAL, ...		..	...	6	7		11	13	26	194	257			..	1	3	2		11	13	236	266
Rahun Zil' School, ...	...	...	...	...	8	14	18	18	57	90	205	.			7	8	9	9	8	5	29	75
Branches Ditto, ..	.	...	..	...	...	..			.	162	162		.	.	..	...		.	.	10	67	77
TOTAL, ...		...	...	...	8	14	18	18	57	252	367				7	8	9	9	8	15	96	152
TOTAL OF LAHORE CIRCLE, ..	21	25	39	77	81	94	138	185	399	2.333	3,392	9	11	9	25	33	32	70	134	394	2.270	2,987

at the beginning of, and at the close of, 1867-68.

NO. OF PUPILS WITHDRAWN DURING 1867-68.											NO. OF PUPILS AT THE CLOSE OF 1867-68.										
1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	TOTAL.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	TOTAL.
13	8	9	6	7	15	19	15	11	14	117	6	8	8	13	9	12	18	14	11	15	114
..	...	...	...	...	...	13	36	165	522	736	...	...	...	...	...	...	11	21	93	305	430
13	8	9	6	7	15	32	51	176	536	853	6	8	8	13	9	12	29	35	104	320	544
3	5	6	15	12	7	32	24	21	15	140	7	11	12	20	16	16	32	27	17	26	184
.	...	...	...	...	...	...	39	125	684	848	...	...	...	...	..	...	...	34	69	797	900
3	5	6	15	12	7	32	63	146	699	988	7	11	12	20	16	16	32	61	86	823	1,084
.	...	1	...	7	4	2	7	12	31	64	...	8	4	16	10	...	13	9	15	48	123
.	...	...	...	...	...	...	...	...	118	118	...	...	...	...	...	...	...	...	...	79	79
.	...	1	...	7	4	2	7	12	149	182	...	8	4	16	10	...	13	9	15	127	202
1	3	3	3	1	5	4	8	8	33	69	4	4	6	6	11	14	11	11	6	44	117
.	...	...	...	...	...	...	...	...	122	122	...	...	...	...	...	...	...	..	...	194	194
1	3	3	3	1	5	4	8	8	155	191	4	4	6	6	11	14	11	11	6	238	311
.	...	2	4	7	3	4	8	8	56	92	...	7	5	9	7	6	8	9	22	44	117
.	...	...	...	...	...	...	...	58	122	180	...	...	...	...	...	...	...	...	42	153	195
	...	2	4	7	3	4	8	66	178	272	...	7	5	9	7	6	8	9	64	197	312
	...	...	2	5	2	1	6	10	9	35	...	...	...	11	...	6	...	17	18	32	84
	...	...	...	...	...	...	...	35	103	138	...	...	...	...	...	...	...	...	14	127	141
	...	...	2	5	2	1	6	45	112	173	..	...	...	11	...	6	...	17	32	159	225
	...	...	2	2	3	2	4	5	79	97	...	...	5	5	9	8	15	13	24	153	232
	...	...	...	...	...	...	...	23	66	89	...	...	..	...	...	...	...	..	16	89	105
	...	...	2	2	3	2	4	28	145	186	..	...	5	5	9	8	15	13	40	242	337
	...	...	1	8	11	12	11	20	22	85	...	...	...	6	8	12	15	15	42	97	195
	...	...	...	...	...	...	...	2	82	84	...	...	...	...	...	...	...	...	8	147	155
	...	...	1	8	11	12	11	22	104	169	...	...	...	6	8	12	15	15	50	244	350
	16	21	33	49	50	89	158	503	2,078	3,014	17	38	40	86	70	74	123	170	397	2,350	3,365

STATEMENT shewing the number of PUPILS in each Class of ZIL' SCHOOLS,

NAME OF DISTRICT.	NO. OF PUPILS IN EACH CLASS AT THE CLOSE OF 1866-67.											NO. OF PUPILS ADMITTED DURING 1867-68.									
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	TOTAL.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	TOTAL
Gujrat Zil' School, ...	11	..	9	...	14	9	10	14	28	55	150	..	..	..	...	...	4	2	3	17	33	59
Branches Ditto, ...	..	..	...	...	...	...	...	7	8	102	117	..	...	...	..	...	...	...	...	11	84	95
TOTAL, ...	11	...	9	...	14	9	10	21	36	157	267	.	...	..	...	...	4	2	3	28	117	154
Gujranwala Zil' School, ...	4	..	9	...	13	...	18	6	13	147	210	..	..	2	.	2	...	1	4	...	63	72
Syalkote Zil' School, ...	..	..	...	5	...	13	5	14	...	40	77	..	...	9	3	9	3	4	1	12	73	114
Branches Ditto, ...	...	...	...	...	..	...	...	...	...	...	...	...	...	..	..	...	...	...	...	30	116	146
TOTAL, ...	...	...	...	5	...	13	5	14	...	40	77	...	...	9	3	9	3	4	1	42	189	260
Bhera Zil' School, ...	.	...	...	...	11	...	11	9	12	97	140	...	...	1	2	...	...	4	...	1	53	61
Jhang Zil' School, ...	1	9	7	...	6	7	9	7	10	114	170	..	1	...	1	...	...	...	1	1	54	58
TOTAL OF RAWUL P. CIRCLE,...	16	9	25	5	44	29	53	57	71	555	864	..	1	12	6	11	7	11	9	72	476	605
Peshawur Zil' School, ...	.	.	...	1	...	...	14	17	32	68	132	...	...	...	...	...	5	1	5	5	131	147
Dera G. Khan Zil' School, ..	.		2	6	...	9	9	11	18	202	257	...	...	...	...	...	...	...	1	2	94	97
Abbottabad Zil' School, ...	...	.	...	3	...	...	2	11	16	29	61	..	2	3	.	...	9	10	6	8	36	74
TOTAL OF FRONTIER CIRCLE,...	.	..	2	10	...	9	25	39	66	299	450	..	2	3	...	...	14	11	12	15	261	318
GRAND TOTAL, ...	72	70	117	156	232	256	363	494	906	5,256	7,922	99	80	76	54	145	136	180	357	684	4,369	6,180

at the beginning of, and at the close of, 1867-68.

NO. OF PUPILS WITHDRAWN DURING 1867-68.											NO. OF PUPILS AT THE CLOSE OF 1867-68.										
1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	TOTAL.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	9th Class.	10th Class.	TOTAL
4	...	2	2	5	3	5	11	12	33	77	15	...	..	11	.	8	19	16	24	39	132
...	...	...	...	...	..	..	8	15	86	109	..	...	..	.	..	...	...	3	21	79	103
4	...	2	2	5	3	5	19	27	119	186	15	...	...	11	...	8	19	19	45	118	235
3	...	9	...	8	5	9	9	6	34	83	5	...	7	.	.	9	13	10	14	141	199
...	...	1	8	3	16	4	8	4	83	127	...	...	8	...	6	...	5	7	8	30	64
...	...	...	...	...	..	..	...	24	66	90	...	...	...	...	...	...	...	...	6	50	56
...	...	1	8	3	16	4	8	28	149	217	..	...	8	...	6	..	5	7	14	80	120
...	...	2	1	..	4	3	3	5	63	81	...	...	10	.	8	5	11	...	11	75	120
1	3	...	...	3	1	2	3	...	42	55	7	7	...	6	6	6	9	16	12	104	173
8	3	14	11	19	29	23	42	66	407	622	27	7	25	17	20	28	57	52	96	518	847
...	...	..	..	..	6	4	9	13	98	130	...	..	1	...	...	7	8	19	27	87	149
...	...	...	1	2	1	1	2	9	177	193	..	2	...	5	5	7	11	11	29	91	161
...	2	3	3	...	...	5	6	16	37	72	..	...	...	...	..	9	7	11	8	28	63
...	2	3	4	2	7	10	17	38	312	395	...	2	1	5	5	23	26	41	64	206	373
122	90	98	110	174	233	236	436	1,008	4,400	6,907	76	85	116	144	211	196	365	491	764	4,747	7,195*

* *The following pupils are shewn in the returns of aided Schools not in those of Zila' Schools and their Branches* :—
Pupils of Branches of Roopur Zillah School 166.
Do. *Kurnal Do.* 97.
Do. *Siyalkot Do.* 56=319

Students of *purely Vernacular Schools* receiving a grant-in-aid but serving as Branches of Zil' Schools, are not included in this return.

STATEMENT of Vernacular School Houses for the year 1867-68.

DISTRICT.	No. of School Houses existing on 1st April 1867			School Houses erected during 1867-68.		School Houses fallen down during 1867-68		School Houses deserted during 1867-68		School Houses existing on 1st April 1868.			
	Occupied.	Unoccupied.	TOTAL.	Locality.	Cost.	Locality.	Cost.	Locality.	Cost.	Occupied.	Unoccupied.	TOTAL.	
AMBALA, ...	67	3	70	...	...	Bakala, ...	90	1 Khizri, ...	90	60	4	64	4 Sold and one struck off the list, owing to the School at Rujar having become a Zil' School
								2 Machrauli, ...	90				
								3 Dulyana, ...	120				
								4 Ghuda, ...	90				
								5 Rau Kamthla, ...	90				
LUDHIANA, ...	65	6	71	...	...	...	...	1 Subahira, ..	100	63	8	71	
								2 Siduan kalan, ...	100				
SIMLA, ...	...	...	...	...	...	...	...	...	...	...	...	...	
DEHLI, ...	26	8	34	...	...	...	...	...	...	26	8	34	
GURGAON, ...	41	2	43	1 Madrow, ...	150	...	...	1 Khandasa, ...	200	42	2	44	
								2 Madkula, ...	200				
KARNAL, ..	36	...	36	...	...	...	...	...	...	36	...	36	
HISSAR, ...	17	4	21	1 Burwala, ...	130	1 Khara, ...	100	...	...	18	2	20	
				2 Burak, ...	125	2 Siwal, ...	70	...	...				
						3 Subabal, ...	100	...	...				
ROHTAK, ...	38	9	47	1 Sumana, ...	100	1 Ghuvan. ...	100	1 Medina, ...	99	37	6	43	
						2 Kot Palal, ...	100	2 Mukhra, ...	99				
						3 Machrauli. ...	100						
						4 Sui, ...	100						
						5 Sanghi, ...	110						
SIRSA, ...	13	...	13	...	...	...	...	1 Mu'azam, ...	100	11	2	13	
							...	2 Kanjuwala, ...	100				
JULLANDHAR, ...	61	1	62	...	...	...	...	1 Balugi, ...	100	60	2	62	
HUSHYARPORE,	86	...	86	1 Saraiwar Kuhina, ...	80	...	...	1 Mahili, ...	100	87	1	88	*The cost of the 6 deserted Schools has been recovered from Lambardars.*
				2 Choupala, ...	80	...	...	2 Kina, ...	46				
				3 Zarah, ...	25	...	...	3 Ouliapure, ...	69				
				4 Sandah, ...	100	...	...	4 Pillaur, ...	74				
				5 Sahiba, ...	84	...	...	5 Chakri, ...	40				
				6 Siyal, ...	25	...	...	6 Bakhatgarh, ...	55				
				7 Koran, ...	40	...	...						
				8 Talwa, ...	30	...	...						
KANGRA, ...	47	7	54	...	...	...	...	3	261	44	10	54	
UMRITSUR, ..	65	...	65	...	...	1 Sultanwind, ...	100	1 Suhian, ...	100	61	3	64	
								2 Manu Chal, ...	100				
GURDASPORE, ...	68	...	68	...	...	...	...	1 Gamrash, ...	450	65	3	68	
								2 Amarkhad, ...					
								3 Jungle, ...					
LAHORE, ...	56	...	56	...	...	...	...	1 Sur Singh, ...	50	44		44	*The cost of the 12 deserted Schools has been recovered from Lambardars hence they have been struck off the list.*
								2 Dal, ...	50				
								3 Rangilpore, ...	34 12				
								4 Sham Kot, ...	50				
								5 Paehu Ra, ...	25				
								6 Kanganpore, ...	50				
								7 Labanwala, ...	50				
								8 Kutbala, ...	50				
								9 Khairpore, ...	50				
								10 Khanpore, ...	50				
								11 Bhugyana, ...	...				
								12 Hari kas, ...	50				

DISTRICT.	Occupied.	Unoccupied.	TOTAL.	Locality	Cost.	Locality.	Cost.	Locality.	Cost.	Occupied.	Unoccupied.	TOTAL.	
FEROZEPORE,	51	1	52		...	..	...	4	200	47	1	48	The cost of two Schools has been recovered from Lambardars
MULTAN,	13	...	13	...	..	...		Bangala, ...	136	12	1	13	
MONTGOMERY,		...			.	..	..	...	...	..	...		
RAWAL PINDI, ...	51	..	51	...	..	...	.	Maja, ...	100	50	1	51	
JHELAM, ...	53	..	53	...	.	...	..	1 Hota, ...	70	45	8	53	
								2 Pudri, ...	100				
								3 Chautala, ..	100				
								4 Multan, ...	100				
								5 Kot Sarang, ...	100				
								6 Timni, ..	100				
								7 Tunab,	100				
								8 Lawa, ...	100				
GUJARAT, ...	62	1	62	Kiladar, ..	100	...	..	...	...	64	...	64	
SHAHPORE, ..	34	...	34	.	..	1	75	...	...	32	...	32	
						2	100						
SIALKOT, ...	84	..	84	...	.	..	..	1 Talwandi Kawan, ...	135	83	1	84	
GUJRANWALA.	58	1	59	...	...	..	..	1 Mugal Chak, ...	225	56	3	59	
								2 Ollakh, ...	210				
								3 Bharu Rai, ...	170				
								4 Saharan, ..	140				
								5 Khan Rab, ...	160				
JHANG, ..	22	...	22	...	.	...	.	..	..	22	..	22	
D. I. KHAN, ..	23	...	23	...	.	...	..	1 Darya Khan, ...	66 10	21	2	23	
								2 Kari, ...	67 12 5				
BANU, ...	27	2	29	1 Garhi Azim, ..	50	Kala Bag.	17 1	1 Banu, ..	773	21	9	30	
				2 Dadu Khai, ..	36 8 6			2 Salaiba,	100				
								3 Tittar Khail, ...	94 15 6				
								4 Isak Khail, ..	104 8 10				
								5 Gulalanwala, ..	99 12 6				
								6 Kandian, ..	85 4				
								7 Rukhari, ...	112 13 3				
								8 Harmonli, ..	94 5 2				
								9 Van Hichran, ...	87 4 3				
PESHAWAR, ...	31		35		.	...	...	1 Khushki, ...		31	4	35	
								2 Pir Piyali, ..	400				
								3 Yar Hussain, ...					
								4 Tarnab, ...					
KOHAT, ..	1	...	1	...	.	...	.	..		1		1	
MUZAFFARGARH.	27	...	27	...	..	1 Murli, ...	100	Ayndai Wah, ...	100	24	1	25	
						2 Aib Ausin, ...	100						
HAZARA, ..	1	...	1	...	.	...	...	...	.	1		1	
TOTAL,	1,224	49	1,273	15	150 8 0	15	150 1	76	7,816 6 11	1,164	82	1,246	23

STATEMENT shewing the Teachers employed in TOWN and VILLAGE SCHOOLS at the close

	DISTRICT.	TEACHERS EMPLOYED AT THE CLOSE OF 1867-68.								
		3 to 5 Rupees P. M.	6 to 7 Rupees P. M.	8 to 10 Rupees P. M.	11 to 12 Rupees P. M.	13 to 15 Rupees P. M.	16 to 20 Rupees P. M.	21 to 25 Rupees P. M.	26 to 30 Rupees P. M.	TOTAL.
1	Delhi, ...	45	26	14	5	2	4	...	..	96
2	Gurgaon, ...	28	34	17	3	4	2	2	2	92
3	Kurnal, ...	24	25	9	5	1	1	2	..	67
4	Hissar, ...	9	7	11	1	3	1	1	..	33
5	Rohtak, ...	18	16	6	5	1	3	1	..	50
6	Sirsa, ...	6	7	5	..	1	1	1	..	21
7	Ambala, ...	45	29	13	4	7	2	...	1	101
8	Ludhiana, ..	26	25	16	3	2	4	1	1	78
9	Simla, ...	...	..	..	..	3	..	...	..	3
		201	169	91	26	24	18	8	4	541
1	Jalandhar, ...	57	11	15	1	3	4	..	..	91
2	Hoshearpur, ...	44	43	21	9	3	4	..	..	124
3	Kangra, ...	20	24	9	..	3	1	2	..	59
4	Amritsur, ...	57	42	17	..	2	1	1	..	120
5	Gurdaspur, ...	63	24	12	5	3	3	..	..	110
6	Lahore, ...	38	14	11	1	2	1	1	..	68
7	Ferozepur, ...	22	20	14	2	..	2	..	1	61
8	Multan, ...	15	17	9	1	4	..	..	..	46
9	Montgomery, ...	14	10	4	..	3	2	..	..	33
		330	205	112	19	23	18	4	1	712
1	Rawal Pindi, ...	33	20	7	1	..	2	..	..	63
2	Jhelam, ...	38	16	11	1	1	1	1	..	69
3	Gujrat, ...	30	28	10	1	2	1	..	..	72
4	Shahpur, ...	15	13	14	2	2	2	3	1	52
5	Gujranwala, ...	47	21	13	..	..	2	..	..	83
6	Syalkot, ...	50	42	14	3	3	..	..	..	112
7	Jhang, ...	6	17	5	..	3	..	1	..	32
		219	157	74	8	11	8	5	1	483
1	Peshawur, ..	11	13	9	6	2	1	..	...	42
2	Hazara, ..	...	...	...	..	1	..	1	..	3
3	Kohat, ...	3	2	4	1	..	..	1	..	11
4	Dera Ismail Khan, ...	14	14	8	1	5	..	..	..	42
5	Banu, ..	3	15	7	..	1	2	1	..	29
6	Muzaffargurh, ...	19	11	6	..	2	..	..	1	39
		50	55	34	8	11	3	3	1	165
	GRAND TOTALS ..	800	586	311	61	69	47	20	7	1,901

of 1867-68, the salaries drawn by them, and distinguishing the trained from the untrained.

TEACHERS TRAINED AT NORMAL SCHOOLS WHO HAVE OBTAINED CERTIFICATES OF QUALIFICATION, OR HAVE FAILED.												TEACHERS UNDER INSTRUCTION AT NORMAL SCHOOLS AND THOSE WHO HAVE NOT YET BEEN SENT THERE.		
According to old system.						*According to new system.*								
3rd Grade Village.	2nd Grade Village.	1st Grade Village.	3rd Grade Town.	2nd Grade Town.	1st Grade Town.	4th Grade.	3rd Grade.	2nd Grade.	1st Grade.	Teachers who failed to qualify for any certificate.	TOTAL.	Studying at Normal Schools.	Not yet sent to Normal Schools.	TOTAL.
9	10	10	...	2	3	...	...	2	..	5	41	9	46	55
5	5	13	6	2	...	16	2	3	...	8	60	16	16	32
9	15	6	1	2	2	...	...	...	...	12	47	2	18	20
3	1	2	...	1	...	...	1	1	...	5	14	4	10	14
9	5	13	2	1	...	1	..	1	1	10	43	2	5	7
1	1	...	1	1	1	1	1	1	1	...	9	2	14	16
18	19	20	2	3	1	...	1	...	...	5	69	8	24	32
5	16	16	1	...	1	...	3	...	..	10	52	5	21	26
1	...	...	...	...	...	...	...	...	...	2	3	...	...	...
60	72	80	13	12	8	18	8	8	2	57	338	48	154	202
7	10	7	11	8	...	4	2	...	...	11	60	7	24	31
10	7	24	30	11	..	...	...	...	...	11	93	6	25	31
6	8	7	11	1	1	...	...	...	...	5	39	1	19	20
19	14	22	18	2	1	4	5	...	...	12	97	7	16	23
29	19	13	12	2	...	...	...	...	...	11	86	6	29	35
13	8	11	8	...	...	1	...	...	...	6	47	3	18	21
5	1	7	1	1	1	..	...	1	..	10	27	5	30	35
11	4	...	4	1	...	4	...	...	...	10	34	3	9	12
4	5	2	4	1	...	...	...	...	...	9	25	2	6	8
104	76	93	99	27	3	13	7	1	...	85	508	40	176	216
7	6	6	2	2	...	...	2	...	...	10	35	4	24	28
4	7	8	8	5	...	...	3	1	...	7	43	6	20	26
9	6	12	7	1	...	3	2	1	1	4	46	5	26	31
4	7	7	9	...	2	...	1	...	...	9	39	4	9	13
11	13	7	15	5	2	2	...	...	...	8	63	7	20	27
18	13	15	17	14	...	2	..	...	...	13	92	3	17	20
5	3	2	3	...	1	1	2	...	...	5	22	3	7	10
58	55	57	61	27	5	8	10	2	1	56	340	32	123	155
4	2	...	2	...	...	2	...	...	...	7	17	7	18	25
...	...	...	1	...	...	...	...	...	...	..	]	...	1	1
2	...	...	1	...	...	...	...	...	...	3	6	1	4	5
4	4	2	5	...	...	4	...	...	...	7	26	12	4	16
6	3	2	1	2	...	1	...	...	...	4	19	5	5	10
6	2	1	1	2	...	3	...	1	...	11	27	8	4	12
22	11	5	11	4	...	10	...	1	...	32	96	33	36	69
244	214	235	184	70	16	49	25	12	3	230	1,282	153	489	642

STATEMENT shewing the Position, Salary or Income, of Scholars, whether Government or Private, who matriculated in December 1867, and also of those who matriculated previously and left the College during 1867-68.

	NAME.	SCHOOL.	YEAR.	NATURE OF EMPLOYMENT.
1	Sanjhi Mal, ..	Lahore Zil' School,	1862	Tahsildar of Kurnal on Rs. 150 per month.
2	P. Peyara Lal, ..	Ditto ditto,	1863	Left College. Studying law privately.
3	J. Ba-tea, ..	Lahore Mission School,	...	Unemployed.
4	Thakur Das, ..	Ditto ditto,	...	Ditto.
5	Sulakhan Mal, ..	Ditto ditto,	...	Clerk, Accountant General's Office, on Rs. 40 per month.
6	Har Kishan Das, ..	Ditto ditto,	...	Apprentice in Public Works Department, Lahore.
7	Bashi-Lal, ..	Delhi Zil' School,	...	Head Master, Charkhawala Grant-in-aid School, on Rs. 40 per month.
8	Ramjus Roy, ..	St. Stephen's Coll. Dehli,	...	Teacher, in a private School at Umbala, on Rs. 50 per month.
9	P. Dwarka Nath, ..	Lahore Zil' School,	1864	Clerk, Deputy Commissioner's Office, Lahore, on Rs. 50 per month.
10	P. Ram Narain, ..	Ditto Mission School,	...	Clerk, Office of Director of Public Instruction, Punjab, on Rs. 80 per month.
11	B. Golak Nath, ..	Ditto Mission School,	...	In service of Sardar Bikraman Singh, on Rs. 100 per month.
12	Inayat-ul-Rahman, ..	Dehli Zil' School,	...	Chief Mohurrir, Delhi, on Rs. 60 per month.
13	Jamna Das, ..	St. Stephen's Coll. Dehli,	...	Officiating Head Master Gurgaon Zil' School, on Rs. 60 per month.
14	Lachhman Das, ..	Dehli Zil' School,	1865	Assistant Master, Dehli Zil' School, on Rs. 25 per month.
15	Wajid Ali, ..	Lahore Ditto,	1866	Assistant Master, Multan Zil' School, on Rs. 45 per month.
16	Amir Singh, ..	Ditto ditto,	...	Deputy Inspector of Police, Jhelum, on Rs. 60 per month.
17	Abdul Rahim, ..	Lahore Mission School,	1866	Clerk, Irrigation Department, Lahore, on Rs. 50 per month.
18	Balmukand, ..	Amritsar Zil' School,	...	Employment unknown.
19	Ram Saran, ..	Ditto ditto,	...	Assistant Master, Amritsur Zil' School, on Rs. 20 per month.
20	Afzal Khan, ..	Gujarat ditto,	...	Assistant Master, Gujerat Zil' School, on Rs. 50 per month.
21	Bisheshar Nath, ..	Dehli ditto,	...	Gone to Abyssinia, a Commissariat Gomashta on Rs. 80 per month.
1	Girdhari Lal, ..	Dehli Zil' School,	1867	Student in Government College, Dehli.
2	Madan Gopal, ..	Ditto ditto,	..	Ditto ditto ditto ditto
3	Ganga Parshad, ..	Ditto ditto,	...	Ditto ditto ditto ditto.
4	Sham Nath, ..	Ditto ditto,	...	Ditto ditto ditto ditto.
5	Lachhman Das, ..	Ditto ditto,	...	Ditto ditto ditto ditto.
6	Din Dyal, ..	Ditto ditto,	...	Ditto ditto ditto ditto.
7	Shib C. Bose, ..	Ditto ditto,	...	Ditto ditto ditto ditto.
8	Kashi Nath, ..	Ditto ditto,	..	Ditto ditto ditto ditto.
9	Kunj Behari Lal, ..	Ditto ditto,	..	Ditto ditto ditto ditto.
10	Kishori Lal, ..	Ditto ditto,	...	Ditto ditto ditto ditto.
11	Umrao Singh, ..	Ditto ditto,	.	Ditto ditto ditto ditto.
12	Johri Mal, ..	St. Stephen's Coll. Dehli,	...	Ditto ditto ditto ditto.
13	Sham Jus, ..	Ditto ditto,	...	Ditto ditto ditto ditto.
14	Joti Parshad, ..	Ditto ditto,	...	Ditto ditto ditto ditto.

15	Somdat,	..	Rewari Zil' School,	Registry Navis, Office of Deputy Commissioner, Gurgaon, on Rs. 20 per month.
16	Shambhu Nath,	..	Ditto ditto,	Teacher in Rohtak Zil' School, on Rs. 25 per month
17	Kidar Nath,	..	Ambala Mission School,	Unemployed.
18	G F Moore,	.	Bishop's School, Simla,	Unknown.
19	J. Elston,	..	Ditto ditto,	
20	W. D'Routh Brown,	..	Ditto ditto,	..
21	A. H. Bryson,	..	Ditto ditto,	.
22	Khetar Chandar,	..	Lahore Zil' School,	Unemployed—at present gone to Kanpoor.
23	Behari Lal,	..	Ditto ditto,	Student in Lahore Government College
24	P Pirthi Nath,	..	Ditto ditto,	Ditto ditto ditto ditto
25	Ganga Ram,	..	Ditto ditto,	Ditto ditto ditto ditto.
26	Atma Ram,	..	Amritsar ditto,	Ditto ditto ditto ditto.
27	Kirpa Ram,	..	Ditto ditto,	Ditto ditto ditto ditto.
28	Lahna Singh,	..	Ditto ditto,	. Unemployed.
29	Molak Ram,	..	Lahore Mission School,	. Student in the Mission College, Lahore.
30	Shahzada.	..	Ditto ditto,	Ditto ditto ditto ditto.
31	Hit Lal Missar,	..	Ditto ditto,	. Ditto ditto ditto ditto.
32	Aziz Bakhsh,	..	Jalandhar Mission School,	. Ditto ditto ditto ditto.
33	Sagar Mal,	..	Ditto ditto,	. Ditto ditto ditto ditto.
34	Sayad Mir,	..	Ditto ditto,	Teacher, Jalandhar Mission School, on Rs. 15 per month.
35	Prem Singh,	..	Amritsar Mission School,	1867 Teacher, Amritsur Mission School, on Rs 35 per month.
36	Bhagat Ram,	..	Ditto ditto,	.. Student in Mission College, Lahore.
37	Sundar Singh,	..	R. Pindi Mission School,	Teacher, Rawul Pindee Mission School, on Rs 20 per month
38	Harnam Singh,	..	Ditto ditto,	. Ditto ditto ditto ditto.
39	Atree Das,	..	Ditto ditto,	.. Ditto ditro ditto ditto.
40	Kashi Ram,	..	Gujaranwala Zil' School,	3rd Teacher Gujranwalla Zil' School, on Rs. 20 per month
41	Mungal Khan,	..	Gujarat Zil' School,	. 2nd Teacher Gujerat Ditto ditto 30 per month.
42	Daulat Ram,	..	Ditto ditto,	3rd Teacher Ditto ditto ditto 20 per month
43	Nand Gupal,	..	Ditto ditto,	... Teacher of a Branch School at Gujarat, on Rs. 8 per month
44	Narsing Das,	..	Peshawar Mission School,	. 2nd Teacher, Peshawur Mission School, on Rs. 25 per month

STATEMENT shewing the number of students of ZILA SCHOOLS who have obtained employment during 1867-68.

DISTRICTS.	No. of students who have obtained employment in the Edl. Department.	No. of students who have obtained employment in the Civil Department.	No. of students who have obtained employment in other Departments.	TOTAL.	AVERAGE SALARY.		
1. Dehli, ...	2	5	7	14	27	8	...
2. Simla, ...	...	...	7	7	9	11	5
3. Jagadhri, ...	...	...	...	...	...	...	...
4. Jhajjar, ...	1	1	...	2	22	8	...
5. Rewari, ...	...	1	2	3	26	10	8
6. Karnal, ...	...	...	1	1	15	...	...
7. Bhiwani, ...	...	...	...	...	...	...	...
8. Rupar, ...	...	...	...	...	...	...	...
9. Ruhtak, ...	...	...	...	...	...	...	...
TOTAL, ...	3	7	17	27	20	4	5
1. Lahore, ...	...	...	...	...	...	...	...
2. Batala, ...	...	...	1	1	15	...	...
3. Multan, ...	1	...	1	2	17	8	...
4. Rahun, ...	2	2	1	5	8	6	5
5. Hoshyarpore, ...	1	...	...	1	30	...	...
6. Amritsur, ...	4	...	5	9	13	7	1
7. Nurpore, ...	...	3	1	4	7	12	...
8. Ferozepore, ...	...	...	...	...	...	...	...
TOTAL, ...	8	5	9	22	15	5	7
1. Gujarat, ...	3	...	3	6	31	10	8
2. Siyalkot, ...	...	...	1	1	30	...	...
3. Gujaranwala, ...	1	...	...	1	20	...	...
4. Jhang, ...	2	...	1	3	25	...	...
5. Bhera, ...	...	...	...	...	...	...	...
TOTAL, ...	6	...	5	11	26	10	8
1. Peshawur, ...	...	...	3	3	21	10	8
2. Dera Gazi Khan, ...	3	1	2	6	36	...	...
3. Abbottabad, ...	...	...	...	...	...	...	...
TOTAL, ...	3	1	5	9	28	13	4
GRAND TOTAL,	20	13	36	61	21	...	9

STATEMENT shewing the number of students of Government Vernacular Schools who have obtained employment during 1867-68.

DISTRICTS.	No. of Students who have obtained employment in the Edl. Department.	No. of students who have obtained employment in the Civil Department.	No. of students who have obtained employment in other Departments.	TOTAL.	AVERAGE SALARY.		
1. Gurgaon, ...	1	3	1	5	5	3	2
2. Ambala, ...	12	1	16	29	7	5	6
3. Dehli, ...	8	1	3	12	6	14	8
4. Ludhiana, ...	11	..	7	18	7	..	...
5. Hissar, ...	1	2	4	7	13	...	...
6. Sirsa, ...	2	.	...	2	5	...	...
7. Simla, ...		..	..	...	...	...	...
8. Karnal, ...	6	..	2	8	8	...	...
9. Ruhtak, ...	...	2	4	6	14	...	...
TOTAL, ...	41	9	37	87	8	4	11
1. Kangra, ...	2	88	5	95	7	6	1
2. Ferozepore, ...	5	9	...	14	7	1	2
3. Amritsur, ...	1	8	1	10	11	11	2
4. Montgomery, ...		.	..	..	...	...	.
5. Hoshyarpore, ...	8	16	9	33	6	4	4
6. Lahore, ...	1	30	6	37	8	9	1
7. Jalandhar, ...	5	5	6	16	8	3	..
8. Gurdaspore, ...	1	24	9	34	5	9	5
9. Multan, ...	...	...	...	...	..	..	...
TOTAL, ...	23	180	36	239	7	15	6
1. Gujranwala, ...	6	52	23	81	7	11	3
2. Shahpore, ...	3	4	1	8	8	13	9
3. Rawal Pindi, ...	5	4	12	21	9	14	6
4. Siyalkot, ...	2	15	3	20	8	...	10
5. Gujarat, ...	4	13	7	24	6	8	...
6. Jehlam, ...	9	8	8	25	6	13	7
7. Jhang, ...	...	1	1	2	6	...	...
TOTAL, ...	29	97	55	181	7	11	2
1. Banu, ...	3	...	...	3	6	10	8
2. Peshawar, ...	1	2	...	3	5	...	.
3. Muzzafargarh, ...	2	...	...	2	5	...	.
4. Hazara, ...	...	...	...	...	...	...	...
5. Kohat, ...	...	...	..	..	...	...	...
6. D. I. Khan, ...	3	2	1	6	7	...	..
TOTAL, ...	9	4	1	14	5	14	8
GRAND TOTAL, ...	102	290	129	521	7	10	11

STATEMENT shewing the number of PUPILS studying in each Class of TOWN SCHOOLS,

	Name of Schools.	NO. OF PUPILS IN EACH CLASS AT THE CLOSE OF 1866-67.									NO. OF PUPILS ADMITTED DURING 1867-68.								
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	TOTAL.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	TOTAL
1	Delhi, ...	8	15	19	27	58	69	82	268	546	1	...	..	2	8	11	25	134	181
2	Gurgaon, ..	10	14	30	40	51	106	86	394	731	...	4	8	4	20	31	44	133	244
3	Karnal, ..	2	4	18	9	30	91	76	352	582	...	2	1	1	11	32	36	171	254
4	Hissar, ...	...	2	4	6	10	17	18	102	159	...	...	...	...	.	..	..	...	
5	Rohtak, ...	5	12	17	18	21	58	58	128	316	1	...	2	6	16	20	16	71	13.
6	Sirsa, ..	...	..	1	3	7	7	13	54	85	...	...	...	5	4	13	9	69	100
7	Ambala, ..	8	12	47	53	127	162	146	594	1,149	..	6	23	26	25	67	38	395	580
8	Ludiana, ...	11	18	33	33	56	90	64	351	656	1	5	12	26	20	70	48	308	490
9	Simla, ...	...	...	..	..	...	...	...	...	...	...	...	...	...	...	.	..	...	...
	TOTAL, ...	44	76	169	189	360	600	543	2,213	4,224	3	17	46	70	104	244	216	1,281	1,981
1	Jalandhar, ...	...	...	15	23	46	106	93	292	575	...	...	1	11	28	35	29	217	321
2	Hushyarpur, ...	...	..	26	32	44	107	135	328	672	...	...	2	3	3	13	17	245	283
3	Kangra, ...	...	...	5	8	17	22	50	161	263	...	...	1	..	6	2	5	113	127
4	Amritsar, ...	...	..	11	3	6	20	10	24	74	...	6	12	19	27	40	28	156	28.
5	Gurdaspur, ...	1	11	18	23	36	64	53	160	366	2	2	15	14	16	47	70	191	357
6	Lahore, ...	.	2	14	17	33	53	94	165	378	2	1	1	3	30	42	36	264	379
7	Ferozpur, ...	5	6	5	19	18	47	54	121	275	...	1	1	4	4	5	4	119	138
8	Multan, ...	...	..	2	9	15	10	11	4	51	...	...	...	...	...	...	...	..	
9	Montgomery, ..	...	2	9	13	13	19	34	97	187	...	...	...	...	1	6	13	23	44
	TOTAL, ...	6	21	105	147	228	443	534	1,352	2,841	4	10	33	54	116	190	202	1,328	1,937
1	Rawal Pindi ...	...	...	6	13	13	30	46	80	188	...	...	2	9	13	36	37	99	196
2	Jhelam, ...	..	...	8	11	16	16	37	86	174	...	...	3	4	6	18	12	31	74
3	Gujarat, ...	..	...	12	13	14	18	21	81	159	...	..	1	2	1	4	5	84	97
4	Shahpur, ...	...	...	.	...	.	...		...	...	...	...	...	...	...	.	...	...	
5	Gujranwala, ..	3	...	10	15	24	43	67	122	282	...	...	4	3	8	20	20	141	196
6	Sealkot, ...	...	...	13	16	16	51	52	140	288	...	...	11	17	34	39	49	227	377
7	Jhang, ...	...	...	4	7	21	29	27	92	180	...	...	1	3	4	10	30	102	150
	TOTAL, ...	3	..	53	75	104	187	248	601	1,271	...	...	22	38	66	127	153	684	1,090
1	Peshawur, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
2	Hazara, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
3	Kohat, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
4	D. I. Khan, ...	...	.	...	..	...	...	...	...	...	...	...	...	...	.	...	...	...	..
5	D. G. Khan. ...	...	3	3	6	9	8	8	63	100		...	...	...		...	...	...	...
6	Bannu, ...	...	..	..	...	..	..	...	...	...	...	...	...	.	..	...	...	...	..
7	Muzaffargarh, ...	...	6	7	8	16	18	21	36	112	...	...	..	1	2	1	...	41	45
	TOTAL, ...	..	9	10	14	25	26	29	99	212	...	...	...	1	2	1	...	41	45
	GRAND TOTAL, ...	53	106	337	425	717	1,261	1,354	4,295	8,548	7	27	101	163	288	562	571	3,334	5,053

at the beginning of and at the close of 1867-68.

NO. OF PUPILS WITHDRAWN DURING 1867-68.									NO. OF PUPILS AT THE CLOSE OF 1867-68.								
1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	TOTAL.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	TOTAL.
2	4	9	10	22	38	66	187	338	11	8	11	14	46	57	60	182	389
3	3	8	19	32	43	39	186	333	7	15	30	25	39	94	91	341	642
1	1	6	3	17	46	42	172	288	1	5	13	19	45	82	90	293	548
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			...
2	4	3	9	12	20	27	82	159	4	7	16	15	25	58	47	117	289
...	...	1	4	7	8	4	46	70	..	..	..	4	4	12	18	77	115
6	12	47	42	101	89	97	568	962	1	13	30	66	88	204	91	274	767
8	7	9	26	28	42	69	207	396	10	20	27	43	74	113	108	355	750
..	...	...	...	...	...	...	...	..	..	...	...	...	...	...	...	...	...
22	31	83	113	219	286	344	1,448	2,546	34	68	127	186	321	620	505	1,639	3,500
...	...	12	18	26	54	58	177	345	...	2	18	27	74	79	107	244	551
...	...	17	14	15	24	51	197	318	...	...	27	43	66	126	121	254	637
...	...	1	...	7	9	18	62	97	...	...	7	10	22	38	69	147	293
...	2	12	4	5	3	12	36	74	...	3	15	24	34	55	73	84	288
1	10	26	17	17	31	80	151	333	2	3	7	20	35	80	43	200	390
2	1	8	11	32	61	66	165	346	...	3	7	31	22	97	91	160	411
4	1	3	8	12	11	13	115	167	4	1	7	17	23	67	62	65	246
...	...	...	...	...	...	..	..	..	...	...	..	..	..	.	..	..	..
...	...	2	3	5	7	11	22	50	...	...	11	10	12	17	26	106	181
7	14	81	75	119	200	319	965	1,780	6	12	99	182	288	559	592	1,259	2,997
...	1	5	8	13	26	51	72	176	...	4	9	12	21	40	37	85	208
..	...	3	6	9	8	12	15	53	...	...	8	9	13	26	37	102	195
..	...	8	6	4	3	7	44	72	..	...	17	22	19	32	35	59	184
..	..	...	..	...	..	..	..	.	...	...	..	.	..	.	..	...	..
3	2	8	7	29	37	39	149	274	...	5	5	7	16	19	41	111	204
..	...	5	7	7	12	17	136	184	.	..	28	34	44	66	93	216	481
..	...	1	...	14	10	22	71	118	...	4	9	19	26	37	26	91	212
3	3	30	34	76	96	148	487	877	...	13	76	103	139	220	269	664	1,484
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...	..
..	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...		...
..	3	3	...	...	1	...	...	7	...	3	5	9	14	22	20	77	150
..	3	3	...	...	1	...	...	7	...	3	5	9	14	22	20	77	150
32	51	197	222	414	583	811	2,900	5,210	40	96	307	480	762	1,121	1,386	3,639	8,131

STATEMENT shewing the number of PUPILS studying in each Class of VILLAGE SCHOOLS,

	NAMES OF DISTRICTS.	NO. OF PUPILS IN EACH CLASS AT THE CLOSE OF 1866-67.								
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	TOTAL.
1	Delhi, ...	...	..	4	17	35	122	338	938	1,454
2	Gurgaon, ...	...	..	7	18	53	114	294	1,640	2,126
3	Kurnal, ...	...	..	10	21	62	148	185	676	1,102
4	Hissar, ...	...	2	7	8	31	70	77	339	534
5	Rohtak, ...	...	3	8	25	78	178	254	788	1,334
6	Sirsa, ...	...	..	...	7	13	43	103	381	547
7	Ambala, ...	...	5	41	100	223	531	428	1,150	2,478
8	Ludhiana, ...	...	28	62	142	213	387	361	764	1,957
9	Simla, ...	...	..	...	5	7	13	11	70	106
	TOTAL, ...	...	38	139	343	715	1,606	2,051	6,746	11,638
1	Jalandhar, ...	...	..	16	58	167	371	427	1,286	2,325
2	Hoshearpur, ...	...	..	2	58	282	693	809	2,434	4,278
3	Kangra, ...	...	..	...	1	28	88	285	1,432	1,834
4	Amritsur, ...	...	..	31	137	453	895	838	2,590	4,944
5	Gurdaspur, ...	3	11	16	66	306	791	979	2,045	4,217
6	Lahore, ...	...	..	5	27	136	314	394	782	1,658
7	Ferozepur, ...	...	2	8	47	106	309	448	863	1,783
8	Multan, ...	...	1	4	31	73	216	187	531	1,043
9	Montgomery, ...	...	..	...	12	79	146	193	489	919
	TOTAL, ...	3	14	82	437	1,630	3,823	4,560	12,452	23,001
1	Rawal Pindi, ...	...	..	1	25	120	301	346	918	1,711
2	Jhelam, ...	...	..	...	33	99	291	538	1,454	2,415
3	Gujrat, ...	...	..	4	39	141	353	464	1,724	2,725
4	Shahpur, ...	...	..	9	22	80	239	281	878	1,509
5	Syalkote, ...	...	..	13	117	277	539	692	1,353	2,961
6	Gujranwala, ...	...	..	12	85	243	476	439	1,032	2,287
7	Jhang, ...	...	...	1	17	38	103	114	523	796
	TOTAL, ...	...	..	40	338	998	2,302	2,844	7,882	14,401
1	Dera Ismail Khan, ...	...	..	...	30	97	147	207	946	1,427
2	D. G. Khan, ...	...	2	6	19	97	146	159	336	765
3	Banu, ...	...	6	10	25	79	123	118	379	740
4	Peshawur, ...	...	..	...	3	60	193	183	391	830
5	Kohat, ...	...	..	...	7	27	11	11	116	172
6	Muzaffargurh, ...	...	..	2	23	76	144	133	305	683
7	Hazara, ...	...	..	3	8	15	15	31	25	97
	TOTAL, ...	...	8	21	115	451	779	842	2,498	4,714
	GRAND TOTAL, ...	3	60	282	1,233	3,794	8,510	10,297	29,578	53,757

at the beginning of and at the close of 1867-68.

NO. OF PUPILS IN EACH CLASS AT THE CLOSE OF 1867-68.								
1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	TOTAL.
...	..	6	18	44	117	257	907	1,340
...	..	21	27	74	118	272	1,600	2,112
...	..	9	15	50	130	195	614	1,013
...	2	11	26	65	65	72	434	675
...	5	9	39	62	169	251	509	1,044
...	..	...	5	10	40	109	453	617
...	7	36	84	214	493	434	1,261	2,529
...	10	35	118	187	346	281	702	1,679
...	..	4	...	12	15	18	55	104
..	24	131	332	718	1,493	1,889	6,535	11,122
...	..	6	78	217	432	417	1,152	2,302
...	..	9	103	347	734	821	1,778	3,792
...	..	...	4	50	164	293	1,353	1,864
...	4	21	96	450	680	703	2,217	4,171
...	1	10	50	249	604	613	1,491	3,018
..	..	4	27	130	335	381	791	1,668
...	..	7	48	107	345	430	815	1,752
...	..	14	48	89	253	306	610	1,320
...	..	...	19	75	150	162	418	824
...	5	71	473	1,714	3,697	4,126	10,625	20,711
...	..	5	50	143	301	367	920	1,786
...	..	5	37	169	319	517	1,351	2,398
...	..	14	49	196	411	437	1,780	2,887
...	..	3	14	86	222	303	892	1,520
...	..	21	126	399	628	766	1,893	3,838
...	1	31	66	245	444	400	1,130	2,317
...	..	5	15	58	107	133	545	863
...	1	84	357	1,196	2,432	2,923	8,511	15,504
...	..	4	20	60	159	176	796	1,215
...	..	...	...	...	...	...	...	...
...	3	14	26	62	114	121	428	768
...	..	2	7	45	168	176	414	812
...	..	...	2	11	27	39	93	172
...	..	3	17	73	152	139	421	805
...	..	3	5	7	22	13	32	82
...	3	26	77	258	642	664	2,184	3,854
...	33	312	1,239	3,886	8,264	9,602	27,855	51,191

EDUCATION B. I.

THE UNIVERSITY.

Result of the Examination of the University of Calcutta as regrads the Punjab for the year 1867-68.

NATURE OF EXAMINATION.	No. of affiliated Colleges.	No. of their students.	No. of Candidates.	Average age.	Educated in		Religion.				Passed.			Net cost to State.	REMARKS.
					Govt. Schools.	Private Schools.	Christian.	Hindu.	Muhammadan.	Other.	First Division.	Second Division.	Third Division.		
Entrance Examination, ..	3	44	(a) 72	19	38	34	4	61	7	...	4	15	24	2,059- 3-8	(a) Exclusive of one Teacher.
First Examination in Arts,...			10	21	9	1	...	8	2	...	...	3	2	4,516- 0-8	
B. A. Examination, ...			7	23	4	3	2	5	...	...	...	2	2	3,883-15-2	
M. A. Ditto, ..															
B. L. Ditto, ..															
L. L. Ditto, ...															
L. M. S. First Examination,															
L. M. S. Second Examination,															
B. M. Examination, ...															
M. D. Examination, ...															
TOTAL, ...	3	44	89	21	51	38	6	74	9	...	4	20	28	10,459-3-6	

EDUCATION

GENERAL STATEMENT of Educational Institutions in the Province of the

CLASS OF INSTITUTION.	1	2	3	4	5	6	7	8	9	10	11	12
	GOVERNMENT INSTITUTIONS.											
	Number.	No. of students on the rolls.	Average attendance daily.	Average age.	Teachers.		Income.			No. of persons instructed in		
					Christian.	Other.	Public funds. (A)	Fees.	TOTAL.	English.	Vernacular.	General.
COLLEGES.												
Arts, ..	2	36	24	20	4	2	37,585	493	38,078	36	...	36
PROFESSIONAL SCHOOLS.												
Higher, ...	6	979	827	14	12	48	57,676	4,796	62,472	885	979	979
Middle, ...	99	10,639	8,955	...	5	300	84,493	5,556	90,049	2,036	10,639	10,639
Lower, ...	1,624	59,447	49,488	...	...	1,695	28,685	6,491	35,176	1,568	59,447	59,447
GIRLS' SCHOOLS.												
Higher, ...	.	...	...	...	..	...	...	...	...	...	...	...
Middle,	.	...	...	...	...	...	...	...	...	...	...	...
Lower, ...	272	5,653	5,120	...	1	246	9,652	...	9,652	49	5,653	5,653
NORMAL SCHOOLS.												
For Masters, .	9	271	217	21	2	22	19,013	...	19,013	136	271	271
For Mistresses, ...	...	...	...	...	..	..	...	...	...	...	...	...
TOTAL, ...	2,012	77,025	64,631	...	24	2,313	2,37,104	17,336	2,54,440	4,710	76,989	77,025

(A.)—Imperial Revenues.

B. II.

Punjab, in the year 1867-68.

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
PRIVATE INSTITUTIONS, AIDED AND UNAIDED.															
Class.					Average attendance daily.	Income.			No. of persons instructed in.			Grand total Schools	Grand total average attendance.	Proportion of attendance to population.	
General	Hindu.	Muhammedan.	Christian.	TOTAL.		From Endowments.(B.)	From Fees.	From Government grants.	English.	Vernacular.	General.				
1	...	.	...	1	6	4 253	23	2,535	9	...	9	3	30	.00017	
7	..	..	1	8	1,030	27,530	7,517	38,878	1.209	1,434	1,434	14	1,857	.01	
84	1	..	3	88	1,732	42,745	3 251	55,945	4,121	(a)2,884	2,884	187	10,687	.06	
93	...	..	...	93	3,360	* 13,646	1,194	11,819	1,802	4,614	4,614	1,717	52 848	.30	*Exclusive of 5,[illegible] R. from Educational Cess Fund
	..	...	...	...	...	.	...	...	...	...	...	...	...	...	
	...	..	...	...	...	...	...	...	..	...	..	..	...	...	
450	42	1	14	507	9,052	29,315	7,303	45,262	185	9,838	9,838	779	14,172	.08	
...	..	...	1	1	11	3,003	..	1 200	4	15	15	10	228	.001	
3	..	...	...	3	100	3,234	10	3,704	.	129	129	3	100	.0005	
638	43	1	19	701	15,291	1 23,756	19,298	1,59,343	7,333	18.914	18,953	2,713	79,922	.45	

(B.)—Private income from all sources has been included.
(a)—Of these 1,925 attend also Town or Village Schools.
Supposed population 1,75,86 232 as given in the 4th Supplement to the *Punjab Government Gazette* dated 28th May 1868.

W. R. M. HOLROYD, CAPTAIN,
Director of Public Instruction, Punjab.

NO.

INSTITUTIONS FOR

GOVERNMENT Colleges and Collegiate

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
	NAME OF INSTITUTION.	Locality.	When established.	Number of Pupils on the rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	Number of Pupils studying each language at the close of the year.					Monthly rate of Schooling fee.
				Hindus.	Muhammadans.	Others.	TOTAL.			English.	Arabic.	Urdu—Persian.	Latin.	Sanscrit.	
1	Government College, ...	Delhi, ...	1st May, 1864.	25	1	...	26	19	18	26	24	2	...	...	2 Rs
2	Government College, ...	Lahore, ...	1st January 1864.	8	..	1	9	9	6	9	6	...	..	3	2 Rs
			TOTAL,	33	1	1	35	28	24	35	30	2	.	3	.

NO.

INSTITUTIONS FOR

GOVERNMENT Schools of the Higher

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	11
Name of Institution.	LOCALITY.	When established.	No. of Pupils on the rolls at the close of the year.				Average No. of Pupils on the rolls monthly.	Average daily attendance.	No. of Pupils studying each language at the close of the year.				Monthly rate of Schooling fee.
			Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Hindi.	
ZIL' SCHOOL.	AMBALA CIRCLE.												
	1 Delhi, ...	1st May 1859,	217	44	...	261	300	249	261	182	261	...	1 ana to 5 Rs.
	2 Rewari, ...	1st June 1857,	80	9	...	89	79	64	89	89	89	...	2 to 8 as
		TOTAL,	297	53	...	350	379	313	350	271	350	...	...
	LAHORE CIRCLE.												
	1 Lahore,	15th April 1860,	67	41	6	114	127	98	114	98	113	...	6 as. to 5 Rs
	2 Amritsur, ...	19th May 1851,	121	34	29	184	177	149	184	141	184	...	6 as. to 2 Rs
		TOTAL,	188	75	35	298	306	247	298	239	297	...	...
	RAWAL PINDI CIR.												
	1 Gujarat, ...	22nd June 1854,	56	62	14	132	140	127	132	93	132	13	2 as. to 2 Rs
	2 Gujranwala, .	11th May 1860,	150	32	17	199	199	140	105	105	105	94	1 ana to 1 Re
		TOTAL,	206	94	31	331	339	267	237	198	237	107	
		GRAND TOTAL,	691	222	66	979	1,024	827	885	708	884	107	...

I.

GENERAL EDUCATION.

Institutions, for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS								CHARGES.					Annual cost of educating each Pupil	
From Government	Local rate of assessment	Proceeds of Endowment	Subscriptions, donations &c.	Fees, Fines, &c	Sale of books.	Other Sources.	TOTAL	Current.	Extraordinary.	TOTAL	Excess of Receipts over Charges	Excess of Charges over Receipts	Total Cost.	Cost to Govt.
19,444 6 1	Nil.	153 ..	60 ..	..373 . .	Nil	Nil	20,030 6 1	18,924 3 0	1,106 2 7	20,030 6 1	.		1,054 3 8	1,023 0 2
18 140 1 8		... . ..	... ..	. 120 . .			18,260 1 3	17,881 13 10	378 3 5	18,260 1 3	Nil.	Nil	2,028 14 4	2,015 9 ..
37 584 7 4		153	60 . .	493 . .			38,290 7 4	36,806 1 4	1,484 6 ..	38,290 7 4			1,367 8 [illegible]	1,342 4 10

II.

GENERAL EDUCATION.

Class, for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.								CHARGES					Annual cost of educating each Pupil.	
From Government.	Local rate of assessment	Proceeds of Endowment.	Subscriptions, donations, &c.	Fees, Fines, &c	Sale of books Other Sources.		TOTAL	Current	Extraordinary.	TOTAL	Excess of Receipts over Charges	Excess of Charges over Receipts	Total Cost.	Cost to Government
16 052 4 8	1,356 10 .	2,397 4 .		1 764 13 .			21,570 15 8	19,806 2 8	1,764 13	21,570 15 8			71 14 5	53 8 1
4 047 11 6	32 . ..	. .....		144 14 6			4,224 10	4,079 11 6	144 14 6	4,224 10 .			53 7 7	51 3 10
20 100 .. 2	1,388 10	2,397 4 .		1,909 11 6			25,795 9 8	23,885 14 2	1,909 11 6	25,795 9 8			68 1 ..	53 .. 7
14 921 13 .	300 6 3	. .....	Nil.	1,394 7	Nil.	Nil.	16,616 10 3	15,222 3 3	1,394 7 .	16,616 10 3	Nil	Nil	128 13 .	115 10 9
11,573 6 8	1,446	500		1,031 7 6			14,550 14 2	13,519 6 8	1,031 7 6	14,550 14 2			82 3 4	65 6 2
26 495 3 8	1,746 6 3	500		2,425 14 6			31,167 8 5	28,741 9 1	2,425 14 6	31,167 8 5			101 10 3	86 9 4
6 258 13 4	224 4 8	... .		268 6 9			6,751 8 9	6,483 2	268 6 9	6,751 8 9			48 3 6	44 11 4
4,821 11 7	203 2 1	.. ..		192 4 9			5,277 2 5	5,084 13 8	192 4 9	5,277 2 5			26 8 4	24 3 8
11,080 8 11	487 6 1	.. ..		460 11 6			12,028 11 2	11,567 15 8	460 11 6	12,028 11 2			35 7 9	32 11
67,675 12 9	3,622 7..	2,897 4...		4,796 5 6			68,991 13 3	64,195 7 9	4,796 5 6	68,991 13 3			87 6	56 5 2

No.

INSTITUTIONS FOR

GOVERNMENT Schools of the

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	11
Name of Institution.	LOCALITY	When established.	No. of Pupils on the rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	No. of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
			Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Hindi.	
ZILA SCHOOLS.	AMBALA CIRCLE.												
	1 Simla, ..	1st March 1848	62	17	.	79	81	54	68	33	71	10	1 to 2 as
	2 Jagadhri, ...	1st June 1858.	106	3	5	114	112	95	114	76	114	..	1 a to 12
	3 Karnal,	23rd Octr. 1856.	47	11	...	58	74	51	58	58	50	...	2 as. to 2 Rs
	4 Rohtak, ..	6th Decr. 1856.	63	11	1	75	75	62	75	75	66	...	Ditto
	5 Bhiwani, ...	24th Octr. 1857.	47	7	...	54	68	58	44	44	44	10	1 to 4 as
	6 Jhajjar, ...	1st April 1859.	121	47	...	168	156	132	118	59	110	47	2 as. to 1 R
	7 Rupar, ...	1st July 1867.	80	23	10	113	104	80	113	42	113	...	1 to 8 a
		TOTAL, ...	526	119	16	661	670	532	590	387	568	67	...
	LAHORE CIRCLE.												
	1 Hoshiarpur, ...	27th Jany. 1848.	89	17	11	117	112	92	117	117	117	27	2 as to 2 Rs
	2 Multan, ...	16th July 1860.	99	19	4	122	98	79	122	51	122	.	2 as. to 2 Rs
	3 Batala, ...	1st April 1857.	89	22	6	117	119	92	101	51	103	14	2 as. to 2 Rs
	4 Nurpur, ...	1st Novr 1864.	62	22	..	84	65	49	84	53	84	...	1 a. to 2 Rs
	5 Ferozpur, ...	August 1855.	171	46	15	232	215	172	125	79	132	107	1 to 8 a
	6 Rahun, ...	22nd June 1860.	143	48	4	195	195	177	195	195	195	...	2 to 6 a
		TOTAL, ...	653	174	40	867	804	661	744	546	753	148	...
	RAWAL PINDI CIRCLE,												
	1 Bhera, ...	19th July 1854.	112	6	2	120	119	104	74	45	73	45	1 to 6 a
	2 Syalkot, ...	1st May 1862.	28	23	13	64	64	50	64	64	64	.	1 an. to 1 R
	3 Jhang, ...	1st Septr 1856.	148	24	1	173	163	135	129	103	103	70	2 as. to 1 R
		TOTAL, ...	288	53	16	357	346	289	267	212	242	115	...
	FRONTIER CIRCLE.												
	1 Dera Ghazi Khan, ...	4th Novr 1856.	132	26	3	161	154	129	107	78	115	46	1 an. to 1 R
	2 Abbottabad, ...	1st July 1861.	32	27	4	63	67	45	53	60	60	...	1 a. to 1 R
	3 Peshawar,* ...	1st August 1865.	85	51	13	149	138	125	103	127	149	...	1½ as to 6 a
		TOTAL. ...	249	104	20	373	359	299	263	265	324	46	...
		GRAND TOTAL.	1,716	450	92	2,258	2,179	1,781	1,864	1,410	1,887	376	...

* Closed from 1st April 1868.

II. A.

GENERAL EDUCATION.

Middle Class, for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.								CHARGES.					Annual cost of educating each pupil.	
From Government.	Local rate of assessment.	Proceeds of Endowment.	Subscriptions, donations &c.	Fees, Fines, &c.	Sale of books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total cost.	Cost to Government.
2,702 5 ..	... ...			171 15 ...		... ...	2,874 4 ..	2,702 5 .	171 15 .	2,874 4 .			33 5 9	23 2 3
3,634 .. .	... ...			116 2 .		... ...	3,750 2 .	3,634 ..	116 2 ..	3,750 2			33 7 9	32 7 2
2,487 13 ...	55 6 4			157 5 .		... ...	2,700 8 4	2,543 3 4	157 5 ..	2,700 8 4			30 7 11	33 9 11
3,133 5 ..	120			273 1 ...		... ...	3,526 6 ..	3,253 5 ..	273 1 ...	3,526 6 ..			47 .. 4	41 12 5
2,735 13 ...	41 15 ...			29 5 .		... ...	2,807 1 ...	2,777 12 ..	29 5	2,807 1 ..			41 4 0	40 3 9
2,400	... ...			173 8 .		... ...	2,573 8 ...	2,400 .. .	173 8 ...	2,573 8 .			16 7 11	15 6 2
2,265 9 9	... ...			31 13 .		... ...	2,297 6 9	2,265 9 9	31 13 ...	2,297 6 9			22 1 5	21 12 7
19,358 13 9	217 5 4			953 1 ...		... ...	20,529 4 1	19,576 3 1	953 1 ..	20,529 4 1			30 10 3	28 14 4
7,211 12 3	331 12 6	Nil.	Nil.	365 15 ...	Nil.	... ...	7,909 7 9	7,543 8 9	365 15 .	7,909 7 9	Nil.	Nil.	70 9 11	64 6 3
5,568 11 3	2,542 8 ...			338 7 ...		... ...	8,449 10 3	8,111 3 3	338 7 ..	8,449 10 3			86 3 7	56 13 2
3,846 6 3	144			249 2 6		... ...	4,239 8 9	3,990 6 3	249 2 6	4,239 8 9			35 10	32 5 2
2,496 7 ...	18			120 12 ..		... ...	2,635 3 .	2,514 7 .	120 12 ...	2,635 3 .			40 8 8	38 6 6
2,010 2 4	86 10 4			308 8 6		1,075 1 ...	3,480 6 2	3,171 13 8	308 8 6	3,480 6 2			15 13 0	9 5 7
2,399	120			211 3 ...		... ...	2,730 3 ..	2,519 . ..	211 3 ..	2,730 3 .			14 8 3	12 1 10
23,532 7 1	3,242 14 10			1,594		1,075 1 ...	29,444 6 11	27,850 6 11	1,594	29,444 6 11			36 10	29 4 1
2,247 6 10	17 2 1			141 1 9		80	2,485 10 8	2,344 8 11	141 1 9	2,485 10 8			20 14 3	18 11 2
2,976 4 5	282 6 6			87 13 3		... ...	3,346 8 2	3,258 10 11	87 13 3	3,346 8 2			52 4 8	46 8 1
5,128 12 7	122 1 3			107 .. 5		... ...	5,357 14 3	5,250 13 10	107 ... 5	5,357 14 3			32 13 11	31 7 5
10,352 7 10	421 9 10			335 15 5		80	11,190 1 1	10,854 1 8	335 15 5	11,190 1 1			32 5 6	29 14 1
3,147 8 ..	439 13 2			296 5 6		... ...	3,883 10 8	3,587 5 2	296 5 6	3,883 10 8			25 3 6	20 7 ..
1,886 ...	11 10 8			... .		... ...	1,897 10 8	1,897 10 8	.. ...	1,897 10 8			28 5 2	28 2 5
3,885 2 8	456 10 8			195 10 3		... ...	4,537 7 7	4,341 13 4	195 10 3	4,537 7 7			32 11 1	28 2 5
8,918 10 8	908 2 6			491 15 9		... ...	10,318 12 11	9,826 13 2	491 15 9	10,318 12 11			28 11 11	21 13 6
62,162 7 4	4,790 ... 6			3,375 ... 2		1,155 1 ...	71,482 9 .	68,107 8 10	3,375 ... 2	71,482 9 ..			32 12 11	28 8 5

No.

INSTITUTIONS FOR

GOVERNMENT Schools of Middle Class,

1	2	2A	3	4	5	6	7	8	9	10	10A	10B	10C	11
Number of Institution.	DISTRICTS.	PLACE.	WHEN ESTABLISHED.	Number of pupils on the Rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
				Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Nagri.	
	AMBALA CIR.													
1	Ambala, ...	Shahabad, ...	3rd Decr. 1856,	27	44	4	75	74	60	...	25	75	...	
2		Thaneysur, ...	...	83	13	1	97	117	99	...	23	58	39	
3		Burya, ...	...	62	26	5	93	87	70	63	16	63	30	
4		Sadhowra, ...	26th June 1856,	92	69	3	164	164	141	...	31	93	71	
5		Munnee Majra, ...	...	41	17	5	63	72	70	33	15	63	...	
6		Muzenda, ...	...	113	19	21	153	149	118	...	16	57	96	
7		Rupur,* ...	..	...	...	...	...	242	191	...	..	...	...	
8		Barilly, ...	...	5	55	...	60	60	55	...	21	60	...	
9		Bibyal, ...	...	44	7	11	62	60	52	...	23	62	...	
			TOTAL, ...	467	250	50	767	1,025	856	96	170	581	236	
10	Ludhiana, ...	Jugraon, ...	22nd June 1856,	169	43	4	216	217	171	47	88	216	..	
11		Raikot, ...	...	143	34	8	185	182	162	...	48	185	...	
12		Gujerwal, ...	...	22	4	41	67	67	54	...	25	67	..	
13		Raipur, ...	...	24	15	26	65	55	48	...	28	65	...	
14		Dahru, ...	...	54	7	2	63	62	52	...	24	63	...	
15		Khannah, ...	...	32	11	22	65	63	57	...	22	65	...	
16		Machhiwara, ...	...	71	12	6	89	96	74	57	52	89	...	From 1 anna to 2 annas.
			TOTAL, ...	515	126	109	750	742	618	104	287	750	.	
17	Delhi, ...	Najuf Gurh, ...	1st Decr. 1857,	90	14	...	104	106	78	...	25	47	71	
18		Arab Serai, ...	4th March 1858,	54	27	...	81	83	50	57	49	81	..	
19		Bullubgurh, ...	28th Septr. 1859,	83	17	...	100	87	75	...	24	58	42	
20		Faridabad, ...	...	87	17	...	104	96	80	35	47	62	42	
			TOTAL, ...	314	75	...	389	372	283	92	145	248	155	
21	Gurgaon, ...	Gurgaon, ...	...	39	45	...	84	83	61	75	67	67	29	
22		Sohna, ...	1st Feby. 1858,	86	46	...	132	128	90	56	80	74	...	
23		Furrukhnuggar, ...	...	52	37	...	89	85	75	38	89	89	..	
24		Ferozpur, ...	1st Feby. 1858,	44	39	...	83	86	75	39	83	83	...	
25		Pulwul, ...	...	234	24	...	258	267	219	35	131	131	124	
			TOTAL,	455	191	..	646	649	520	243	453	447	153	
26	Kurnal, ...	Kaithul, ...	6th June 1856,	222	66	5	293	308	276	108	42	228	100	
27		Poondri, ...	...	87	37	...	124	118	107	...	28	124	...	
28		Paneeput, ...	...	75	56	...	131	126	108	61	26	115	26	
			TOTAL,	384	159	5	548	552	491	169	96	467	126	
29	Rohtak, ...	Mohim, ...	...	36	35	2	73	73	54	...	31	53	25	
30		Gohana, ...	25th Jany. 1860,	86	30	...	116	117	75	50	39	83	52	
31		Bahadurgurh, ...	21st July 1857,	69	30	...	99	100	86	36	13	43	65	
			TOTAL,	191	95	2	288	290	215	86	83	179	142	
32	Sirsa, ...	Sirsa, ...	1st Septr. 1859,	75	39	1	115	82	65	...	...	73	42	
		TOTAL OF AMBALA CIRCLE, ...		2,401	935	167	3,503	3,712	3,048	790	1,234	2,695	854	

* From 1st July 1867 converted into a Zil' School.

II. B.

GENERAL EDUCATION,

(Town Schools) for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.								CHARGES.					Annual cost of educating each pupil.	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books. Other Sources.		TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
343 ...	93 ...		... ...	16 1 ...			451 1 .	410 .. .	41 1 .	451 1			6 1 6	4 9 11
25 ...	500 11 9		... ...	10 5 ...			536 . 9	499 5 .	36 11 9	536 . 9			4 9 4	... 3 5
331 ...	43 3 1		... ...	15 1 ...			389 4 1	341 3 1	48 1 ..	389 4 1			4 7 7	3 12 10
423 8 ..	168 3 ...		... ...	25 12 ...			617 7 .	566 11 ...	50 12 ...	617 7 ...			3 12 3	2 9 4
304 10 6	41 14 4		... ...	1 10 ...			348 2 10	320 8 10	27 10 ...	348 2 10			4 13 4	1 3 8
25 ...	253 8 ...		... ...	7 1 ...			285 9 .	253 8 .	32 1 ..	285 9 .			1 14 8	... 2 8
94 . .	80		... ...	... .			174 ..	128 .	46	174 . .			... 11 6	... 6 3
25 ...	209 15 ...		... ...	3 1 ...			238	209 15 ...	28 1 ...	238 ..			3 15 6	... 6 8
242 10 8	... ..		... ...	1			243 10 8	217 10 8	26	243 10 8			4 1 ..	3 2 6
1,812 13 2	1,390 7 2		... ...	79 15 ..			3,283 3 4	2,946 13 7	336 5 9	3,283 3 4			3 3 3	1 12 4
584 . ..	31 . ..		... ...	157 11 ..			772 11 .	583 .. .	189 11 ..	772 11 ...			3 9 ...	2 11 1
519	12 . ..		... ...	90 8 ..			621 8 ..	506	115 8 ...	621 8			3 6 8	2 13 8
25	234 . ..		... ...	18 15 ..			277 15	234 .. .	43 15 ..	277 15 ...			4 2 4	... 6
25 ...	107 8 ..		... ...	2 1 ...	Nil.		134 9 .	105 8 .	29 1 ...	134 9 ...	Nil.		2 7 2	. 7 3
220 . ..	7 8 ...	Nil.	... ...	6 15 ...			243 7 ...	211 8 .	31 15 ...	243 7 ...			3 14 10	3 11 1
25 . ..	166 15 9		... ...	21 7 ...			213 6 9	164 15 9	48 7 ...	213 6 9			3 6 2	.. 6 4
25	223 8 .		... ...	47			295 8 ..	219 8 .	76 . .	295 8 ..			3 1 3	... 4 2
1,432	782 7 9		... ...	344 9 ...			2,559 ... 9	2,024 7 9	534 9 ..	2,559 9			3 7 2	1 14 11
385 . ..	224 1 9		... ...	17 10 ...			626 11 9	555 11 9	71	626 11 9			5 14 7	3 10 1
25	646 12 6		... ...	18 3 ..			689 15 6	633 ... 6	56 15 ...	689 15 6			8 5 ...	... 4 10
25 . ..	483 11		... ...	14 6 ..			523 1 ...	449 3	73 14 ..	523 1 ...			6 .. 2	... 4 7
385	197 5 9		... ...	9 6 ..			591 11 9	525 3 9	66 8 ..	591 11 9			6 2 7	4 ... 2
820	1,551 15 .		... ...	59 9 ..			2,431 8 ..	2,163 3 ...	268 5 ..	2,431 8 .			6 8 7	2 3 3
519 3 3	... ..		... ...	... .			519 3 3	479 3 3	40	519 3 3			.. ..	6 4 1
40	414 14 7		... ...	2 8 ...			457 6 7	414 14 7	42 8 ...	457 6 7			3 9 2	... 5
40	374 9 6		... ...	3 12 ..			418 5 6	374 9 6	43 12 ..	418 5 6			4 14 9	.. 7 6
502	155 3 1		... ...	5 1 ..			662 4 1	617 3 1	45 1 ...	662 4 1			7 11 3	5 13 5
442	286 7 9		.. ...	1 4 ..			729 11 9	688 7 9	41 4 ...	729 11 9			2 11 9	1 10 6
1,543 3 3	1,231 2 11		... ...	12 9 ...			2,786 15 2	2,574 6 2	212 9 ..	2,786 15 2			4 4 8	2 6 1
400	652 6 2		.. ...	39 6 ...			1,091 12 2	1,008	83 12 2	1,091 12 2			3 8 9	1 4 9
40	406 6 6		.. ...	7 3 ..			453 9 6	406 6 6	47 3 .	453 9 6			3 13 6	... 5 5
400	642 11 10		.. ...	18 13 ...			1,061 8 10	994 4	67 4 10	1,061 8 10			8 6 10	3 2 10
840	1,701 8 6		.. ...	65 6 ...			2,606 14 6	2,408 10 6	198 4 ..	2,606 14 6			4 11 7	1 8 4
400	97 8 9		... ...	18 11 ...			516 3 9	455 8 9	60 11 ..	516 3 9			7 1 2	5 7 8
395 15 9	81 11 9		.. ...	7 15 ...			485 10 6	437 11 6	47 15 ...	485 10 6			4 2 5	3 6 2
328	214 1 6		... ...	13 14 ..			555 15 6	495 1 6	60 14 ...	555 15 6			5 8 11	3 4 6
1,123 15 9	393 6 ..		.....	40 8 ...			1,557 13 9	1,388 5 9	169 8 ..	1,557 13 9			5 5 11	3 14 ..
457	171 10 6		29	6			663 10 6	591 146	71 12 ...	663 10 6			8 1 6	5 9 2
8,029 ... 2	7,222 9 10		29	608 8 ..			15,889 2 ...	14,097 13 3	1,791 4 9	15,889 2 ...			4 4 6	2 2 7

No.

INSTITUTIONS FOR

GOVERNMENT Schools of Middle Class

1	2	2A	3	4	5	6	7	8	9	10	10A	10B	10C	11
Number of Institution.	DISTRICTS.	PLACE.	WHEN ESTABLISHED.	Number of pupils on the Rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rate of fees.
				Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Nagri.	
	LAHORE CIR.													
1	Jalandar, ...	Kartarpur, ...	...	105	18	9	132	122	102	37	49	132	..	
2		Nawashohur, ...	11th Octr. 1856,	96	5	...	101	104	96	37	34	75	30	
3		Nakodar, ...	7th Novr. 1856,	132	19	1	152	119	92	40	44	95	87	
4		Phillour, ...	10th May 1856,	55	26	2	83	79	71	..	42	83	..	
5		Bungah, ...	1st Novr. 1862,	58	9	16	83	87	77	28	31	83	...	
			TOTAL, ...	446	77	28	551	511	438	142	200	468	117	
6	Hushearpur, ...	Hurrianah, ...	15th April 1853,	125	19	4	148	142	131	32	54	115	33	
7		Dusooha, ...	1st May 1852,	72	28	8	108	110	96	23	45	85	33	
8		Omaran, ...	26th Septr. 1857,	35	39	...	74	70	65	18	34	74		
9		Gurshunkur, ...	1st Decr. 1853,	51	54	5	110	100	91	...	40	110	..	
10		Onah, ...	2nd July 1852,	69	10	28	107	122	116	36	44	71	36	
11		Tandah, ...	...	61	25	4	90	84	77	10	45	90	...	
			TOTAL, ...	413	175	49	637	628	576	119	262	545	102	
12	Kangra, ...	Jwala Mookee, ...	11th April 1856,	82	9	...	91	100	71	...	34	60	37	From 1 anna to 2 annas.
13		Soojanpur, ...	15th Do.	188	14	...	202	180	160	...	36	124	88	
			TOTAL, ...	270	23	...	293	280	231	...	70	184	125	
14	Amritsar, ...	Varowal, ...	11th March 1858,	41	19	18	78	75	64	...	39	78	...	
15		Majetah, ...	...	82	33	26	141	116	113	...	52	141	..	
16		Dera Nanak, ...	17th June 1857,	65	2	2	69	74	67	39	40	69	...	
			TOTAL, ...	188	54	46	288	265	244	39	131	288	..	
17	Gurdaspur, ...	Kalanour, ...	1st June 1857,	37	74	1	112	115	85	17	59	112	...	
18		Dinanagar, ...	8th May 1856,	50	135	...	185	165	125	30	50	185	...	
19		Kangroor, ...	...	77	13	3	93	100	92	...	38	93	.	
			TOTAL,	164	222	4	390	380	302	47	147	390	...	
20	Lahore, ...	Kussoor, ...	15th April 1856,	69	32	4	105	100	85	92	92	105	...	
21		Chooneea, ...	25th May 1856,	61	19	21	101	97	75	36	36	101	...	
22		Shurukpur, ...	17th Ditto	27	36	3	66	61	56	33	33	66	...	
23		Putti, ...	1st Novr. 1862,	92	43	4	139	87	81	...	42	139	56	
			TOTAL,	249	130	32	411	345	297	161	203	411	56	
24	Ferozpur, ...	Zeera, ...	1st June 1856,	65	7	...	72	75	68	...	26	72	...	
25		Dhurumkot, ...	...	50	32	16	98	96	82	...	48	98	...	
26		Moga, ...	22nd June 1856,	20	14	42	76	80	71	...	41	76	...	
			TOTAL,	135	53	58	246	251	221	...	115	246	...	
27	Multan, ...	Bahadoorpur, ...	...	16	46	...	62	59	57	...	62	62	...	
28	Montgomery, ...	Kot Kamalia, ...		94	3	4	101	93	86	...	29	57	42	
		Syudwala, ...	10th June 1856,	58	11	9	78	81	75	29	25	78	...	
			TOTAL,	152	14	13	179	174	161	29	54	135	42	
		TOTAL OF LAHORE CIRCLE, ...		2,033	794	230	3,057	2,893	2,527	537	1,244	2,729	142	

II. B.—*(Continued.)*

GENERAL EDUCATION.

(Town Schools) for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.								CHARGES.					Annual cost of educating each pupil.	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receip.	Total Cost.	Cost to Government.
312	62 12 ...		6	71 4 ...			482	350 12	131 4 ..	482			3 15 3	2 12 10
380 14 ...	352		.. ..	40 2 ...			773	712 . .	61 ..	773			7 6 11	3 10 7
360	104 12 ...		.. ..	24 9 ...			489 5 .	464 12 ..	24 9 ...	489 5 .			4 1 9	3 ... 5
326	85 12 ..		1 4 6	51 2 ...			464 2 6	373 12	90 6 6	464 2 6			5 14 ..	4 2 .
20 14 ..	375 12 ..		.. . ...	49 12 ...			446 6 ..	375 12 .	70 10 .	446 6			5 2 1	... 3 10
1,429 12 ...	981		7 4 6	236 13 ...			2,654 13 6	2,277	377 13 6	2,654 13 6			5 3 2	2 12 9
392	165 10 9		... ...	76 13 ..			634 7 9	525 10 9	108 13 ...	634 7 9			4 7 6	2 12 2
402 12 ..	232 12 ...		.. ..	49 8 ..			685	593 4	91 12 ...	685			6 3 8	3 10 7
10	310 2 .		.. ..	31 8 ...			351 10 ..	310 2 .	41 8 ..	351 10 .			5 . 4	.. 2 3
360	42 12 .		... ...	38 1 ...			440 13 ..	402 12 ...	38 1 ...	440 13 ...			4 7 8	3 9 7
360	117 6 4		... ...	366 13 ..			844 3 4	477 6 4	366 13 ...	844 3 4			6 14 9	2 15 3
8 14 ...	267 12 ..		... ...	37 2 ...			313 12 .	267 12 .	46 . .	313 12 ...			3 11 9	.. 1 8
1,533 10 ..	1,136 7 1		... ...	599 13 ...	Nil.	Nil.	3,269 14 1	2,576 15 1	692 15 ..	3,269 14 1	Nil.	Nil.	5 3 4	2 7 1
321 5 9	139 12 .	Nil.	... ...	6 12 ...			467 13 9	391 12 .	76 1 9	467 13 9			4 10 10	3 3 5
366 15 11	123		... . ..	2 11 ...			492 10 11	438	54 10 11	492 10 11			2 11 10	2 . 7
688 5 8	262 12 ...		... ...	9 7 ...			960 8 8	829 12 .	130 12 8	960 8 8			3 6 11	2 7 3
401	... . .		.. ..	20 8 ...			421 8 ..	360 . .	61 8 ..	421 8 ..			5 9 11	5 5 7
267 11 9	... . .		.. ..	6 8 ..			274 3 9	252	22 3 9	274 3 9			2 5 10	2 4 11
419 3 6	... ...		... ...	13 6 ..			432 9 6	360	72 9 6	432 9 6			5 13 6	5 10 8
1,087 15 3	... .. .		... ...	41 6 ...			1,128 5 3	972	156 5 3	1,128 5 3			4 4 2	4 1 8
... .	288 2 ..		... .	57 2 ...			345 4 ..	288 2 ...	57 2 ..	345 4 ...			3	... .
400	... .. .		... ...	42 7 ...			442 7 ..	360	82 7 ...	442 7 ...			2 10 11	1 13 2
345 2 ...	... .		... .	4 2 ..			349 4 ...	345 2 ..	4 2 ..	349 4 ...			3 7 11	3 7 3
745 2 ..	288 2 .		... ...	103 11 .			1,136 15 ...	993 4 ...	143 11 ...	1,136 15 ..			2 15 10	1 15 4
310 8 ...	60		.. ..	37 14 ..			438 6 ...	395	43 6 ..	438 6 .			4 6 2	3 6 6
373 5 ...	120 .. .		.. ..	6 4 ..			499 9 .	458 1 ...	41 8 ...	499 9 .			5 2 5	3 13 7
284	120 . .		... ...	5 7 ...			409 7 ...	372	37 7 ...	409 7 ...			6 11 5	4 10 6
10	120		.. ..	3 6 ...			133 6 ...	120	13 6 ...	133 6			1 8 6	.. 8 10
1,007 13 ...	420 . .		.. ..	52 15 ...			1,480 12 ...	1,315 1 ..	135 11 ...	1,480 12 ...			4 4 8	2 14 9
607 11 11	43 8 ..		.. ..	12 3 ..			663 6 11	502 8 ..	160 14 11	663 6 11			8 13 6	8 1 8
496 15 7	84 . ..		. ...	17 12 .			598 11 7	519	79 11 7	598 11 7			6 3 9	5 2 10
447 10 10	.. ... .		... .	5 13 ...			453 7 10	402	51 7 10	453 7 10			5 10 8	5 9 6
1,552 6 4	127 8 ..		.. ..	35 12 ...			1,715 10 4	1,423 8 ..	292 2 4	1,715 10 4			6 13 4	6 2 11
178 8 ...	4 8 .		... .	9 11 ...			192 11 ..	183	9 11 ...	192 11 ...			3 4 3	3 1 ... 5
372	... ...		... .	2 3 ...			374 3 ...	372	2 3 ...	374 3 ...			4 ... 4	4 .....
324	... .. .		... .	6 2 ...			330 2 .	324	6 2 ..	330 2 ..			4 1 3	4 .....
696	... .		... .	8 5 ..			704 5 .	696	8 5 ...	704 5 ...			4 . 9	4 .....
8,919 8 3	3,220 5 1		7 4 0	1,096 13 ..			13,243 14 10	11,296 8 1	1,947 6 9	13,243 14 10			4 0 3	3 1 4

No.

INSTITUTIONS FOR

GOVERNMENT Schools of Middle Class,

1	2	2A	3	4	5	6	7	8	9	10	10A	10B	10C	11
Number of Institution.	DISTRICTS.	PLACE.	WHEN ESTABLISHED.	Number of pupils on the Rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	Number of pupils studying each language at the close of the year.				Monthly rates of school fees.
				Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Nagri.	
	RAWAL PINDI	CIR.												
1	Rawal Pindi, ...	Pindi Gheb, ...	...	77	23	...	100	107	100	...	50	60	...	
2		Kulur, ...	1st Augt. 1853,	42	23	33	98	87	70	...	36	62	...	
			TOTAL, ...	119	46	33	198	194	170	...	86	122	.	
3	Jhelam, ...	Rohtas, ...	18th Augt. 1854,	36	62	5	103	103	96	...	103	103	...	
4		Chukowal, ...	1st Feby. 1857,	58	17	17	92	92	88	...	92	92	...	
			TOTAL ...	94	79	22	195	195	184	...	195	195	...	
5	Gujrat, ...	Koonjah, ..	15th July 1854,	47	27	14	88	84	75	...	88	88	...	
6		Dingah, ..	22nd July 1856,	68	8	20	96	96	84	...	96	96	.	
			TOTAL, ...	115	35	34	184	180	159	...	184	184	..	
7	Syalkot, ...	Duska, ...	1st June 1856,	34	30	11	75	75	64	42	25	75	..	
8		Pusroor, ...	20th July 1856,	43	35	2	80	78	70	40	25	80	..	
9		Zufferwal, ...	6th Augt. 1854,	54	66	2	122	122	111	43	44	122	...	
10		Nonar, ...	...	46	30	...	76	70	64	29	76	..	...	
11		Gota Futteh Gurh,	...	39	21	...	60	60	51	...	18	60	...	
12		Sunkhatra, ...	...	39	27	2	68	66	64	...	31	68	..	
			TOTAL, ...	255	209	17	481	471	424	154	219	405	.	From 1 anna to 2 annas.
13	Gujranwala, ...	Gujranwala, ...	...	43	36	16	95	83	54	...	15	95	...	
14		Hafizabad, ...	14th June 1856,	97	2	10	109	112	98	...	35	109	...	
			TOTAL, ...	140	38	26	204	195	152	...	50	204	...	
15	Jhang, ...	Magyana, ...	6th June 1856,	92	28	2	122	120	99	100	59	122	...	
16		Chooniot, ...	...	55	34	1	90	90	81	...	36	90	...	
			TOTAL,	147	62	3	212	210	180	100	95	212	...	
	TOTAL OF RAWAL	PINDI CIRCLE, ...	...	870	469	135	1,474	1,445	1,269	254	829	1,322	...	
	FRONTIER	CIR.												
1	Mozuffer Gurh,	Kotodoo, ...	1st Septr. 1856,	120	30	...	150	150	126	...	53	108	42	
	32+28+16+1	=77	GRAND TOTAL,	5,424	2,228	532	8,184	8,200	6,930	1,581	3,360	6,854	1,398	

II. B.

GENERAL EDUCATION.

(Town Schools) for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.								CHARGES.					Annual cost of educating each pupil.	
From Government.	Local rate of assessment.	Proceeds of endowment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
481 8 6	... . ..		. . ..	11 13...			493 5 6	456 13 9	36 7 9	493 5 6			4 9 9	4 8...
315 ...	... .		. ...	5 12...			320 12 .	290 ...	30 12	320 12 ..			3 11 .	3 9 11
796 8 6	... .		.. . ..	17 9...			814 1 6	746 13 9	67 3 9	814 1 6			1 3 2	4 1 8
360 ..	54 .. .		. . ..	6			420 . .	414 .	6 .	420			4 1 3	3 7 11
466 15 ..	156 . ..		.	24 4...			647 3	607 . .	40 3	617 3 .			7 . 7	5 .. 10
826 15 ..	210		... .	30 4..			1,067 3...	1,021 . ..	46 3	.. 1,067 3 ..			5 7 7	4 3 10
... ...	423 12 4		. . .	17 8..			441 4 4	423 12 4	17 8	... 441 4 4			5 4 1	... ..
350 6 10	... . ..		. . .	25 11 .			376 1 10	335 6 10	40 11	... 376 1 10			3 11 8	3 10 5
350 6 10	423 12 4		... .	43 3 .			817 6 2	759 3 2	58 3	.. 817 6 2	Nil.	Nil.	4 8 8	1 15 2
391 .. .	.. ... .	Nil.	. . .	27	Nil.	Nil.	418	340 8 .	77 8	... 418			5 9 2	5 3 5
389 9 5	... . .		. .	11 7...			401 ... 5	317 10 5	53 6	.. 401 5			5 2 3	4 15 11
504 1 4	... .		. .. .	26 8 .			530 9 4	472 3	58 6	4 530 9 4			4 5 7	4 2 1
.. .. ..	129 13 6		. . .	3			132 13 6	129 13 6	3	. 132 13 6			1 11 4	... .
273 6 10	... .		. . .	5 14...			279 4 10	229 13 10	49 7	. 279 4 10			4 1 6	4 8 11
... .	204		. . .	4 8 .			208 8..	204	4 8	.. 208 8 .			3 2 7	... .
558 1 7	333 18 6		. .	78 5 ..			1,970 4 1	1,724 . 9	246 3	4 1,970 4 1			4 2 11	3 4 11
278	216		. . .	15 6 .			539 6 .	494 .. .	45 6	.. 539 6...			6 8...	3 5 7
360 .. .	46 . .		. . .	26 14...			432 14 .	386	46 14	.. 432 14...			3 13 10	3 3 5
538 .. .	292 . .		. ... .	42 4			972 4 .	880	92 4	.. 972 4 ..			4 15 9	3 4 1
381 8 .	181 .		. . .	7 10...			575 13 .	530 3 .	45 10	.. 575 13 .			4 12 9	3 3 3
304 12 6	9 7 3		. . .	6 4...			320 7 9	305 7 9	15	... 320 7 9			3 9..	3 6 2
588 15 6	193 7 8		... . .	13 14...			896 4 9	835 10 9	61 10	.. 896 4 9			4 1 3	3 4 6
558 15 5	1,453 1 1		. ... .	225 7 .			6,537 7 6	5,966 12 5	570 11 1	6,537 7 6			4 8 5	3 5 10
23 14 6	102 .. .		. .. .	3			628 14 6	568 13 6	60 1	... 628 14 6			4 3 1	3 7 11
331 6 4	11,998		36 4 6	1,933 12...			36,299 6 10	31,929 15 3	4,369 7 7	36,299 6 10			44 6 10	2 11 7

NO.

INSTITUTIONS FOR

Government Schools of the Middle Class

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	11
Name of Institution.	LOCALITY.	WHEN ESTABLISHED	No. of pupils on the rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	No. of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
			Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Hindi.	
	AMBALLA CIRCLE.												
BRANCHES TO ZIL' SCHOOLS.	1 Chelonka Kucha, Delhi, ...	1st May 1863, ...	40	44	..	84	85	74	84	84	84		1 to 4as
	2 Dariba, ditto, .	11th May 1863, .	59	6	...	65	72	62	40	40	65	.	1 to 8as
	3 Pipal Mahadeo, ditto, ...	1st Febry. 1864, ..	41	7	..	48	62	48	48	48	48	...	1 to 4as
		TOTAL, ...	140	57	..	97	219	184	172	172	197		...

II C.

GENERAL EDUCATION.

for the year 1867-68.

13	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.								CHARGES.					Annual cost of educating each pupil.	
From Government	Local rate of assessment.	Proceeds of Endowment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total cost.	Cost to Government.
		1,512		110			1,622	1,512 .. .	110	1,622 . ..			10 1 4	
Nil.	Nil.	739 8 .	Nil.	81 3 ...	Nil.	Nil.	820 11 ..	739 8 ...	81 3 ..	820 11 ..	Nil.	Nil.	11 6 5	Nil.
		804 .		57 2 ..			861 2 ...	804	57 2 .	861 2			13 14 3	
		3,055 8 .		248 5 .			3,303 13 ...	3,055 8 ...	248 5 ..	3,303 13 .			15 1 4	

NO.

INSTITUTIONS FOR

GOVERNMENT SCHOOLS of the

1	2	3	3A	4	5	6	7	8	9	10	10A	10B	10C	11
Name of Institution.	DISTRICTS.	Number of Schools.	When established.	No. of Pupils on the rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	No. of pupils studying each language at close of the year.				Monthly rate of schooling fee
				Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Hindi	
VILLAGE SCHOOLS.	AMBALA CIRCLE.													
	1 Ambala, ..	80	6th Sept. 1856,	1,285	985	259	2,529	2,391	1,967	...	341	2,229	300	
	2 Ludiana, ...	71	2nd Novr. 1856,	665	607	407	1,679	1,708	1,485	...	696	1,679	..	
	3 Karnal, ...	55	1st March 1858,	658	338	17	1,013	1,041	929	...	104	710	285	
	4 Delhi, ...	55	15th March 1858,	1,140	196	13	1,349	1,362	1,002	42	105	505	947	
	5 Gurgaon, ..	56	9th Sept. 1854,	1,822	290	1	2,112	2,066	1,607	29	600	600	1,511	
	6 Sirsa, ...	12	1st Sept. 1859,	397	200	20	617	502	423	..	...	242	375	
	7 Rohtak, ...	38	15th July 1859,	862	172	..	1,034	1,143	913	30	130	514	571	
	8 Hissar, ...	19	26th Octr. 1856,	546	127	2	675	530	413	48	53	34	440	
	9 Simla, ..	3	26th Octr. 1856,	90	10	4	104	102	75	.	104	...	...	
	TOTAL, ...	389		7,465	2,924	723	11,112	10,845	8,844	149	2,133	6,513	4,129	
	LAHORE CIRCLE.													
	1 Jalandhar, ...	71	1st May 1857,	1,076	1,000	226	2,302	2,237	2,086	...	733	2,240	62	
	2 Hushyarpoor, ..	98	1st May 1851,	2,484	1,123	185	3,792	3,837	3,414	43	1,193	3,331	461	One Anna.
	3 Kangra, ...	48	10th April 1856,	1,741	116	7	1,864	1,762	1,440	.	190	797	1,066	
	4 Amritsar, ...	110	26th June 1857,	1,450	1,670	1,051	4,171	4,205	3,671	96	1,251	4,171	...	
	5 Gurdaspur, ...	162	1st April 1857,	1,382	1,348	288	3,018	3,110	2,666	..	914	3,018	.	
	6 Lahore, ...	60	1st Jany. 1857,	638	730	300	1,668	1,454	1,317	26	496	1,668		
	7 Firozpur, ..	53	14th Novr, 1857,	572	619	561	1,752	1,725	1,476	.	507	1,752		
	8 Multan, ...	42	4th Septr. 1856,	512	776	2	1,320	1,210	1,023	60	1,285	1,285	35	
	9 Montgomery, ...	24	26th Febry. 1851,	518	240	114	872	789	694	48	292	872	178	
	TOTAL, ...	608		10,403	7,622	2,734	20,759	20,329	17,787	273	6,861	19,134	1,802	
	RAWUL P. CIRCLE													
	1 Rawul Pindi, ...	56	1st August 1853,	555	994	237	1,786	1,601	1,433	...	499	1,287	...	
	2 Jhelam, ...	58	1st March 1858,	1,113	1,077	208	2,398	2,262	1,916	...	2,398	2,398	16	
	3 Gujarat, ...	63	16th Septr. 1856,	956	1,729	202	2,887	2,806	2,478	.	2,887	2,887		
	4 Shahpur, ...	39	5th Jany. 1857,	706	707	107	1,520	1,478	1,202	25	325	1,365	155	
	5 Sealkot, ...	102	1st Septr. 1851,	1,466	1,895	472	3,833	3,836	3,323	..	1,174	3,833	...	
	6 Gujranwala, ..	72	1st Septr. 1857,	1,242	782	293	2,317	2,242	1,818	.	788	2,317	..	
	7 Jhang, ...	27	12th March 1857,	362	481	20	863	792	682	50	185	863	48	
	TOTAL, ...	417		6,400	7,665	1,539	15,604	15,067	12,882	75	8,256	14,750	219	
	FRONTIER CIRCLE.													
	1 Dera Ismail Khan, ..	30	5th May 1858,	693	516	3	1,212	1,236	984	...	1,236	1,236		
	2 Bunnu, ...	27	25th May 1858,	276	490	2	768	804	639	.	768	768	...	
	3 Peshawur, ...	41	23rd Decr. 1858,	133	654	25	812	832	619	.	222	519	.	
	4 Kohat, ...	7	29th June 1859,	39	133	..	172	183	173	.	40	132	...	
	5 Hazara, ...	2	29th June 1859,	35	38	9	82	78	65	...	37	45	..	
	6 Muzaffargarh, ..	34	13th Octr. 1856,	313	488	4	805	744	639	..	245	778	27	
	TOTAL, ...	141		1,489	2,319	43	3,851	3,877	3,119	...	2,518	3,519	27	
	GRAND TOTAL, ...	1,555		25,757	20,530	5,039	51,326	50,118	42,632	497	19,798	43,946	6,477	

III.

GENERAL EDUCATION.

Lower Class, for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS								CHARGES.					Annual cost of educating each Pupil.	
From Government.	Local rate of assessment.	Proceeds of Endowment	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of books.	Other sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
681 10 6	7,428 8 1		54	107 5		...	8,274 7 7	7,346 14 1	927 9 6	8,274 7 7			3 7 4	4 7
569	6,102 3 4		...	358			7,389 3 4	6,411 3	978 3 1	7,389 3 4			4 5 3	5 4
518	4,557 14 7		...	33 3 2			5,109 1 7	4,832 9 2	276 8 5	5,109 1 7			4 14 6	8
810	5,898 4 1			17			6,725 4 1	6,252 4 1	473	6,725 4 1			4 15	9 6
479 12 1	7,073 12 5		307 12	4 14			7,866 2 6	7,103 8 6	762 10	7,866 2 6			3 12 11	3 9
444	1,199 12 3			57			1,700 12 3	1,605 15	94 13 3	1,700 12 3			3 6 2	14 2
494 9	4,004 14 1		82 8	71 6 6			4,652 13 4	4,266 6 10	303 14 6	4,570 5 4	82 8		4 15 1	6 11
706 3 6	2,334 4 10			37 14 3			4,078 6 7	3,888 3 1	190 3 6	4,078 6 7			7 11 1	3 3 6
692	24						716	666	50	716			7 4	6 12 7
397 10 10	38,983 9 8		444 4	686 10 9			46,512 3 3	42,372 13	4,056 14 3	46,429 11 3	82 8		4 4 6	9 5
56	6,152 15 4		52 9	347 6			6,608 11 4	6,152 15 4	455 15	6,608 14 4			2 15 3	5
101 6	9,329 6 8		95	707 11			10,233 7 8	9,387 6 8	846 1	10,233 7 8			2 10 8	5
135	4,328 6		166				5,629 6	5,285 6	344	5,629 6			3 3 1	10 4
252	10,529			412 15			11,193 15	10,781	412 15	11,193 15			2 10 7	1
288 2	8,554 8 1			789			9,631 10 1	8,842 10 1	789	9,631 10 1			3 1 7	1 6
699 12 8	4,117 10 1			40 7			5,157 13 9	4,860 9 1	297 4 8	5,157 13 9			3 8 9	7 8
547 12 4	5,348 12 5			99 3 9	Nil.		5,995 12 6	5,348 12 5	647 1	5,995 12 6			3 7 7	5 1
286 8	3,186 6 6			104 9			4,577 7 6	4,447 14 6	129 9	4,577 7 6			3 12 6	1 1
898	1,912 14 6			49 2			2,880 6	2,800 14 6	79 2	2,880 6			3 10 5	1 2
254 9	53,789 15 7		313 9	2,550 5 9			61,908 7 4	57,907 8 7	4,000 14 9	61,908 7 4			3 9	4 2
283 2 3	3,993 14 9			18 14			5,295 15	5,203 1	92 14	5,295 15			3 3 4	12 5
865 7 5	4,682 13 9			105 12			5,734 1 2	5,232 13 8	501 3 6	5,734 1 2			2 8 7	6 1
662 8 1	4,940 9			127 12			5,730 13 1	5,452 1 1	278 12	5,730 13 1			2 8	3 9
83 11 7	3,106 6		874	7 12		1,687	7,058 8 1	6,938 11 9	119 12 4	7,058 8 1			4 12 5	11 9
124 6 9	9,141 14 4			353 1			10,419 5 1	8,764 2 9	1,655 2 4	10,419 5 1			2 11 6	2 7
331 8	6,081 15 5			269 15			6,683 6 5	6,099 4 1	584 2 4	6,683 6 5			1 15 8	2 4
432 12	2,378 6 5			25 15			2,837 1 5	2,660 2 2	176 15 3	2,837 1 5			3 9 4	8 9
273 7 1	34,925 10 2		874	999 1		1,687	43,759 2 3	40,250 4 6	3,508 13 9	43,759 2 3			2 14 6	5 7
306 3	2,628						4,431 3	4,432 12 3	201 4	4,431 3			3 9 4	1 7 5
455 10	2,824 10 4						4,280 4 4	4,020 4 10	259 15 6	4,280 4 4			5 5 2	1 13
217 7 4	3,486 14 2						4,704 5 6	4,578 13 6	125 8	4,704 5 6			5 10 6	1 7 5
48	1,537 12 1						1,985 12 1	1,960 8	25 4 1	1,985 12 1			10 13 7	3 8 8
544 10 6							544 10 6	544 10 6		544 10 6			6 15 9	6 15 9
489 12 9	2,765 8 0		15				2,270 5	3,021 8 10	248 12 9	3,270 5 7			4 6 4	10 6
61 8 10	13,042 13 5		15				19,219 6 3	18,358 9 11	860 12 4	19,219 6 3			4 15 4	1 9 5
87 3 9	1,40,742 10		1,046 13	4,236 1 6	1,687		1,71,899 3 1	1,58,883 4	12,127 7 1	1,71,316 11 1	582 8		3 6 8	7 4

No.

INSTITUTIONS FOR

GOVERNMENT Schools of the lower Class,

BRANCHES TO ZIL' SCHOOLS.

1	2	3	3A	4	5	6	7	8	9	10	10A	10B	10C	11
Name of Institution.	LOCALITY.	No. of Schools.	WHEN ESTABLISHED.	No. of pupils on the rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance	No. of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
				Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Hindi.	
	AMBALLA CIRCLE.													
	Simlah, ...	1	..	10	29	1	40	33	22	2	37	37	3	1 to 2as.
	Riwari, ...	6	10th Decr. 1863,	168	94	..	262	290	234	...	262	262	...	2 as.
	Jagadhri, ...	4	March 1864,	300	26	...	326	358	264	202	14	202	295	1 to 3 as
	Karnal, ...	2	1st Septr. 1863,	80	20	...	100	52	41	57	43	74	20	1 to 2 as
	Rohtak, ..	4	January 1864,	141	119	2	262	238	183	141	86	201	61	1 to 5 as.
	Bhiwani, ...	1	1st Aug. 1866,	66	...	..	66	64	53	...	...	...	66	1 anna.
	Jhajjar, ...	2	...	28	55	...	83	83	68	43	20	83	..	1 to 2 as.
	TOTAL. ...	20		793	343	3	1,139	1,118	865	445	462	859	451	..
	LAHORE CIRCLE.													
	Lahore, ...	5	January 1864,	298	118	14	430	432	363	285	126	285	145	1½ to 3 as.
	Amritsar, ...	6	February 1864,	703	90	107	900	902	803	378	34	386	480	1 to 2 as.
	Hoshiarpur, ...	2	5th March 1865,	120	69	5	194	196	159	100	194	194	...	1 to 4 as
	Multan, ...	2	7th April 1864,	73	6	...	79	80	71	32	18	79	...	1 to 4 as
	Batala, ...	3	21st Sep. 1865,	114	75	6	195	154	139	58	75	195	...	1 to 2 as.
	Nurpur, ...	4	1864,	95	45	1	141	151	125	49	11	121	25	Ditto.
	Ferozpur, ...	1	13th Jany 1864,	37	61	7	105	95	85	16	16	105	.	Ditto.
	Rahun, ...	1	21st May 1866,	113	41	1	155	154	103	90	90	90	65	Ditto.
	TOTAL, ...	24		1,553	505	141	2,199	2,164	1,848	1,008	564	1,455	715	...
	RAWAL PINDI CIR.													
	Gujrat, ...	2	June 1864,	83	9	12	104	104	100	77	35	40	64	1 to 2 as.
	GRAND TOTAL, ...	46		2,429	857	156	3,442	3,386	2,813	1,530	1,061	2,354	1,230	...

III. A.

GENERAL EDUCATION.

for the year 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS								CHARGES					Annual cost of educating each pupil	
From Government	Local rate of assessment	Proceeds of Endowment	Subscriptions, donations, &c	Fees fines, &c	Sale of books	Other sources	TOTAL	Current	Extraordinary	TOTAL	Excess of receipts over charges	Excess of charges over receipts	Total cost.	Cost to Government.
303 11	Nil	Nil	... .	11 5	Nil	... .	315 .	315 .	Nil	315	Nil	Nil.	9 8 9	9 3 3
394 4 6			264 .	61 11 6		... .	720 .	720 .		720 .			2 7 9	1 5 9
532 4			... .	40 12			573 ...	573		573			1 7 9	1 7 .
297 3			..	68 13		.	366 ..	366 . .		366 .			7 . 7	5 11 5
444 11			... .	77 5		... .	522	522 .		522			2 3 1	1 13 10
202 3 .			. .	25 13			228	228		228 .			3 9	3 2 5
118			.. .	24 .		. .	112 .	142		142			1 11 4	1 6 9
2,202 1 6			264	309 11 6		.	2,866	2,866 .		2,866			2 9	2 10
1,578 3			...	451 5		..	2,029 8	2,029 8 .		2,029 8 .			4 11 2	3 10 5
569 4			.. .	931 4		2,300 .	3,800 8	3,800 8		3,800 8 .			4 3 5	10 1
108 3 6			...	107 12 6		360	576	576 .		576 .			2 15	8 10
300			.. .	51 1		..	351 1	351 1 .		351 1			4 6 3	3 12 ...
220 5			10 . .	120 3		..	350 8	350 8		350 8			2 4 3	1 6 11
18 10 6			...	31 8		720	770 2 6	770 2 6		770 2 6			5 1 7	... 2 ...
... .			...	59 1		264 15 .	324	324 .		324			3 6 7	..
6 .			.	120 .		315 . .	441	441		441 .			2 13 10	. 7
800 10 .			10	1,872 2 6		3,959 15	8,642 11 6	8,642 11 6		8,642 11 6			3 15 11	1 4 8
264			.. . ...	73 8		...	337 8 .	337 8		337 8 .			3 3 11	2 8 2
456 14 6			274	2,256 6 .		3,959 15	11,846 3 .	846 3 6		11,846 3 6			3 7 11	1 9 3

No.

INSTITUTIONS FOR

GOVERNMENT Schools of the lower Class,

1	2	3	3A	4	5	6	7	8	9	10	10A	10B	10C	11
Name of Institution.	LOCALITY.	No. of Schools.	WHEN ESTABLISHED.	No. of pupils on the rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	No. of pupils studying each language at the close of the year.				Monthly rate of schooling fee.
				Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Hindi.	
	AMBALLA CIRCLE.													
	Ambala, ...	18	23rd Decr. 1860,	15	320	...	335	334	286	...	...	320	15	
	Ludhiana, ...	14	...	3	250	2	255	255	224	.	25	255	..	
	Delhi, ...	16	17th Novr. 1860,	132	133	...	265	254	199	.	...	133	132	
	Gurgaon, ...	23	...	216	198	...	414	524	432	...	214	214	190	
	Karnal, ...	15	..	73	154	2	229	218	203	...	..	154	75	
	Rohtak, ..	7	...	70	54	...	124	128	104	..	7	54	70	
	Sarsah, ...	2	...	23	19	...	42	102	80	...	..	19	23	
	TOTAL, ...	95		532	1,128	4	1,664	1,815	1,528	..	246	1,149	505	
	LAHORE CIRCLE													
FEMALE SCHOOLS	Jalandhar, ...	89	1st April 1867,	...	2,049	...	2,049	2,041	1,954	49	518	2,049	...	Nil.
	Hoshiarpur, ...	6	1st May 1861,	19	111	2	132	154	130	...	...	109	23	
	Kangra, ...	6	1863,	121	...	...	121	128	110	...		..	121	
	Amritsar, ...	2	1864,	7	21	...	28	31	26	...	..	21	7	
	Gurdaspur, ...	2	May 1863,	64	2	2	68	70	57	...	12	68	16	
	Lahore, ...	10	1st April 1862,	77	182	...	259	262	209	...	...	182	77	
	Ferozpur, ...	8	May 1863,	...	193	...	193	214	177	...	..	193	...	
	Multan, ...	1	1st May 1861,	..	17	...	17	18	16	...	17	17	..	
	Montgomery, ...	20	...	231	94	56	384	322	295	...	....	94	290	
	TOTAL, ...	144		522	2,669	60	3,251	3,240	2,974	49	580	2,733	514	
	RAWAL PINDI CIR.													
	Jhelam, ...	8	...	16	75	...	91	79	70	...	...	75	16	
	Shahpur, ...	3	1863,	20	42	...	62	80	66	...	8	32	22	
	Syalkot, ...	9	1st Febry. 1863,	...	125	79	204	201	165	.	25	204	..	
	Gujranwala, ...	10	1st May 1862,	73	128	18	219	239	175	..	..	219	..	
	Jhang, ...	6	8th May 1857,	24	100	7	131	136	116	...	36	61	31	
	TOTAL, ...	31		133	470	104	707	735	592	...	69	594	69	
	FRONTIER CIRCLE.													
	Banu, ...	2	...	14	14	3	31	31	26	...	14	14	17	
	GRAND TOTAL, ...	272		1,201	4,281	171	5,653	5,821	5,120	49	909	4,490	1,125	

III. B.

GENERAL EDUCATION.

(Female Schools) for the year 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.								CHARGES.					Annual cost of educating each Pupil.	
From Government.	Local rate of assessment.	Proceeds of Endowment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of books.	Other sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
60 8 9	488 13 6	...	...			...	1,039 8 3	994 8 9	44 13 6	1,039 6 3			3 1 9	1 18 4
14	115 15	...	...			...	679 15	670 14	9 1	679 15			2 10 8	2 3 5
75	987 10 6	...	...			...	2,362 10 6	2,306 2 6	56 8	2,362 10 6			9 4 10	5 6 7
06 5 10	1,361 6 2	...	188			...	2,015 12	1,827 12	188	2,015 12			3 13 7	14 3
16	711 9 6	...	...			...	927 9 6	927 9 6	...	927 9 6			4 1 1	15 10
55 10 8	60 8	...	...			...	696 2 8	689 10 8	6 8	696 2 8			5 7	4 15 6
52	120	...	...			...	172	172	...	172			1 11	8 2
59 9 3	3,845 14 8	...	188			...	7,893 7 11	7,588 9 5	304 14 6	7,893 7 11			4 5 7	2 2
90	3,023 4	708 8				320	8,071 8 4	8,071 8 4	...	8,071 8 4			3 15 3	1 15 6
84	245 4	...	...				329 4	329 4	...	329 4			2 2 2	8 0
14 9 6	420	...	...			...	434 9 6	420	14 9 6	434 9 6			3 6 1	1 10
	75	...	...			...	75	75	...	75			2 6 9	
27 4	177	...	...			...	177	177	...	177			2 8 5	
24 12	354	...	...			...	781 4	678	103 4	781 4			2 15 9	1 10 1
08	468 12 6	...	...			...	593 8 6	468 12 6	124 12	593 8 6			2 15 9	9 4
14	78	...	...			...	186	186	...	186			10 5 4	6
	909 10	...	...			...	1,053 10	1,053 10	...	1,053 10			3 4 4	7 2
2 9 6	5,750 10 10	708 8	...	Nil.	Nil.	320	11,701 12 4	11,459 2 10	242 9 6	11,701 12 4	Nil.	Nil.	3 9 9	1 8 4
2	...	...	...			...	132	132	...	132			1 10 9	1 10 9
6 6 11	144	...	...			...	240	240	...	240			3	1 3 2
6	246 10 2	...	...			...	553 1 1	553 1 1	...	553 1 1			2 12	1 8 5
2	82	...	...			...	82	82	...	82			5 6	
	233 15	...	...			...	365 15	365 15	...	365 15			2 11 1	15 6
3 6 11	706 9 2	...	...			...	1,373 1	1,373 1	...	1,373 1			1 13 11	14 6
1 8	18 8	...	...			...	222	222	...	222			7 2 7	6 9
1 8	10,321 10 8	708 8	188			320	21,190 4 1	20,612 12 4	577 8	21,190 4 4			3 10 3	1 10 6

NO.

INSTITUTIONS FOR

GOVERNMENT JAIL SCHOOLS

1	2	3A	4	5	6	7	8	9	10	10A	10B	10C	11
Name of Institution.	LOCALITY.	When established.	No. of Pupils on the rolls at the close of the year.				Average No of pupils on the rolls monthly.	Average daily attendance.	No. of pupils studying each language at close of the year.				Monthly rate of schooling fee.
			Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Hindi.	
JAIL SCHOOLS.	AMBALA CIRCLE.												NIL.
	1 Ambala, ...	1st July 1863,	100	160	20	280	256	201	...	7	114	166	
	2 Ludhiana, ...	10th Augt. 1865,	15	11	14	40	26	25	...	...	...	...	
	3 Delhi, ...	1st July 1863,	62	61	2	125	117	82	...	...	61	64	
	4 Hissar, ...	21st Ditto,	30	27	5	62	57	57	...	...	28	34	
	5 Rohtak, ...	1st Ditto,	52	23	...	75	58	46	...	...	30	45	
	6 Sirsa, ...	1st Novr. 1863,	50	52	23	125	104	104	..	...	103	22	
	TOTAL, ...	...	309	334	64	707	618	515	.	7	336	331	
	LAHORE CIRCLE.												
	1 Jalandhar, ...	1st July 1863,	51	45	24	120	114	74	...	4	120	...	
	2 Kangra, ...	7th Jany. 1866,	31	7	2	40	40	28	...	2	30	10	
	3 Amritsar, ...	11th Octr. 1862,	92	85	61	238	275	230	...	14	238	...	
	4 Gurdaspur, ...	18th June 1863,	67	73	21	161	173	124	38	161	161	...	
	5 Lahore, ...	17th Decr. 1863,	228	489	178	895	880	767	...	...	895	...	
	6 Firozpur, ...	23rd Jany. 1863,	52	59	89	200	179	199	...	13	187	.	
	7 Multan, ...	26th Mar. 1863,	191	308	8	510	535	470		25	485		
	8 Montgomery, ...	14th Ditto „	38	199	34	271	212	236	..	6	271		
	TOTAL, ...	...	753	1,265	417	2,435	2,438	2,128	38	225	2,387	10	
	RAWUL PINDI CIR												
	1 Rawul Pindi, ...	17th June 1863,	15	391	9	415	415	409	...	13	415	...	
	2 Jhelam, ...	15th Sepr. 1863,	19	99	14	132	166	111	...	9	123	...	
	3 Gujarat, ...	1st June 1863,	2	33	5	40	44	42	...	44	44	...	
	4 Shahpur, ...	1st June 1863,	15	218	15	248	243	229	...	6	248	...	
	5 Gujranwala, ...	1st Decr. 1862,	53	174	43	270	316	269	...	...	270	...	
	6 Jhang, ..	9th Mar. 1863,	18	267	3	288	272	188	...	...	288	...	
	7 Sealkot, ...	1st Novr. 1867,	10	50	1	61	56	53	...	...	61	...	
	TOTAL, ...	...	132	1,232	90	1,454	1,512	1,301	...	72	1,449	...	
	FRONTIER CIRCLE.												
	1 Dera Ismail Khan, ...	1st July 1863,	5	16	...	21	40	35	...	..	21	...	
	2 Peshawur, ...	Ditto,	12	43	7	62	73	64	...	13	43	6	
	23 TOTAL, ...	...	17	59	7	83	113	99	...	13	64	6	
	GRAND TOTAL. ...	...	1,211	2,890	578	4,679	4,681	4,043	38	317	4,236	347	

III. C.

GENERAL EDUCATION.

for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS								CHARGES					Annual cost of educating each pupil.	
From Government	Local rate of assessment	Proceeds of Endowment	Subscriptions, Donations, &c	Fees Fines, &c	Sale of Books	Other Sources	TOTAL	Current	Extraordinary	TOTAL	Excess of receipts over charges	Excess of charges over receipts	Total Cost.	
.. .	.					139 8 .	139 8	120	19 8	139 8			8 9	
1 10	...					37 8 .	39 2	37 8	1 10	39 2			1 7 8	
17 11 9						84 10 .	102 5 9	84	18 5 9	102 5 9			14 .	
6 5 3	.	.				96	102 5 3	96 .	6 5 3	102 5 3			1 12 9	
. .	...	. .				130 5 3	130 5 3	120 .	10 5 3	130 5 3			2 3 11	
15 9 3	...	. .				194 9 3	210 2 6	180 .	30 4 6	210 2 6			2 5 10	
41 4 3		.	Nil	Nil	Nil	682 8 6	723 12 9	637 8	86 4 9	723 12 9	Nil	Nil	1 2 9	
. . .	...	.				60 . .	60 . .	60		60			. 8 5	
. .						..	.	.. . .					..	
18 14 6		. .				17 8 9	36 7 3	3 8 9	32 11 6	36 7 3			.. 2 1	
29 9 9	...	.				111 15 6	141 9 3	111 15 6	29 9 9	141 9 3			18 1	
86 14	..					550 9 .	637 7 .	540 .	97 7 .	637 7			.. 11 7	
19 2	...					141	160 2	141	19 2	160 2			. 14 .	
22 1 6		.				282 12 9	305 1 3	282 12 9	22 4 6	305 1 3			... 9 1	
		.				6	6	2 8 .	3 8	6			.. . 5	
176 12 9	..					1,169 14	1,346 10 9	1 141 13	204 13 9	1 346 10 9			. 8 10	
22 8 .	.					112 .	134 8 .	84 .	50 8	134 8			5 2	
.						72 . .	72 .	72 . .	.. . .	72 .			... 6 11	
.	24 . .					60 .	84 .	84 . .	. .	84 .			1 14 7	
. .	.					24 . .	24	24 .		24	.		. 1 7	
. .	.					120	120 .	120		120	.		. 5 10	
...	...					185 6	185 6	184 14 .	8	185 6			10 11	
.	61 4 6					.	61 4 6	50	11 4 6	61 4 6			1 1 6	
22 8	85 4 6					573 6	681 2 6	618 14	62 4 6	681 2 6			.. 7 2	
... ...		..				130 .	130 .	120 .	10 .	130 . .			3 4	
	.					126 8 .	126 8 .	120	6 8	126 8			1 11 9	
..	..	.. .				256 8	256 8 .	240 . .	16 8	256 8 .			2 1 4	
240 9 ..	85 4 6					2,682 4 6	3,008 2	2,638 3 .	369 15 .	3,008 2 .			... 10 3	

NO.

INSTITUTIONS FOR

Private Colleges or Collegiate Institutions

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	10E	11
			No. of pupils on the rolls at the close of the year.						No. of pupils studying each language at the close of the year.						
NAME OF INSTITUTION.	LOCALITY	WHEN ESTABLISHED.	Hindus.	Muhammadans.	Others.	TOTAL.	Average No. of pupils on the rolls monthly.	Average daily attendance.	English.	Arabic.	Sanscrit.	Persian	Urdu.	Hindee or Gurmukhi	Monthly rate of schooling fee.
American Presbyterian Mission,	Lahore,	1864,	7	2	0	9	6	6	9	4	5		...	...	4 as

GENERAL EDUCATION.

pen to Government Inspection, for the year 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS								CHARGES					Annual cost of educating each pupil	
From Government	Proceeds of Endowment	Subscriptions, donations, &c	Local rate of assessment	Fees, Fines, &c.	Sale of books.	Other Sources	TOTAL	Current.	Extraordinary.	TOTAL	Excess of Receipts over Charges.	Excess of Charges over Receipts	Total cost.	Cost to Government
5	Nil.	1,253 4	Nil.	22 12	Nil	Nil	6,811	6,446 4	67 12	6,514	297	Nil.	1,085 10 8	422 8

NO.

INSTITUTIONS FOR

Private Schools of the *Higher Class*

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	10F	11
			No. of pupils on the rolls at the close of the year.						No. of pupils studying each language at the close of the year.						
NAME OF INSTITUTION.	LOCALITY.	WHEN ESTABLISHED.	Hindus.	Muhammadans.	Others.	TOTAL.	Average No. of pupils on the rolls monthly.	Average daily attendance.	English.	Arabic.	Sanscrit.	Persian	Urdu.	Hindee or Gurmukhi.	Monthly rate of schooling fees.
Schools of the Higher class educating up to the University entrance standard.															
AMBALA CIRCLE.															
1 Bishop Cotton's School for Europeans, ..	Jutogh,	16th March 1863,	...	...	60	60	60	60	60	...	.	...	36	.	10 Rs.
2 Soc. P. G. Mission School (Saint Stephen's College,	Dehli,	1859,	220	25	15	260	265	208	260	38		113	260		4 as.
3 American Presb. Mission School, (City)	Amballa,	1852,	80	21	3	104	100	75	94	20	9	50	60	10	1 to 4 as.
	TOTAL,		300	46	78	424	425	343	414	58	9	163	356	10	...
LAHORE CIRCLE.															
1 American Presb. Mission School, ..	Lahore,	1849,	174	61	14	249	195	143	249	69	25	181	26	...	1 to 3 as.
2 Church Mission School	Amritsar,	1852,	55	15	62	132	121	110	132	25	5	79	132	5	2 as.
3 American Presb. Mission School, ..	Jalandhar,	1848,	164	44	7	215	212	174	215	39	.	115	215		1 to 4 as.
	TOTAL,		393	120	83	596	528	427	596	133	30	375	373	5	...
RAWUL PINDI CIR.															
1 American Presb. Mission School, (City) ...	R. Pindi,	1856,	160	51	2	213	202	128	90	...	...	133	123	...	1 Re to 1 anna.
FRONTIER CIRCLE.															
1 Church Mission School,	Peshawar,	14th May, 1855,	133	65	3	201	179	132	109	5		133	201	...	1 to 3 as.
	GRAND	TOTAL,	986	282	166	1,434	1,334	1,030	1,209	190	39	794	1,053	15	...

V.

GENERAL EDUCATION.

open to Government Inspection for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.								CHARGES					Annual cost of educating each pupil.	
From Government	Proceeds of Endowment.	Subscriptions, donations, &c.	Local rate of assessment	Fees, Fines, &c.	Sale of books	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total cost.	Cost to Government.
4,566 7 ..	... ..	... ..	...	5,180 . ..		...	9,746 7 .	10,926 6 7	... .	10,926 6 7	... .	1,179 15 7	182 1 8	76 1 8
11,500	For Endowment and Building Funds.													
8,000	.. . ..	... .		890 9 6		4,437 8 3	9,228 1 9	9,852 .. 7	150 .. .	9,502 .. 7	... .	273 14 10	35 13 8	14 11 5
1,500 . ..	408 .. .	... .		140 . .		1,349 9 6	3,397 9 6	2,699 4 9	98 13 9	2,798 2 6	599 7 ..	... .	27 15 8	15 .
21,466 7 .	408 . .	... .. .		6,210 9 6		5,787 1 9	22,372 2 3	22,977 11 11	248 13 9	23,226 9 8	599 7 .	1,453 14 5	54 10 5	23 7 2
5,660 .	2,400 . .	3,472 7 3		297 6 3		... .	11,629 13 6	11,220 6 9	340 6 9	11,569 13 6	60	... .	59 5 4	28 . ..
3,600 .	...	3,950 6		195 5 9		... . .	7,745 6 3	7,477 2 .	268 4 3	7,745 6 3	... .	... . .	64 .. 2	29 12 .
3,044	1,318 5 9	340 . .		367 15 6		1,182 8 .	6,252 13 3	6,414 . 11	184 3 6	6,598 4 5	... .	345 7 2	31 1 11	14 5 0
2,104 .	3,718 5 9	7,762 7 9		860 11 6	Nil.	1,182 8 .	25,628 1 ..	25,120 9 8	792 14 6	25,913 8 2	60	345 7 2	49 1 3	22 14 0
3,608	500 . .	2,258 12 2		321 6 .		... .	5,688 2 2	5,205 10 8	302 7 6	5,508 2 2	180	... .	27 4 3	12 5 5
2,700	. .	5,654 . .		124 .. .		250	8,737 .	8,133 .	421 . .	8,554 . .	183 .. .	... . .	47 12 7	15 1 4
38,878 7 ...	4,626 5 9	15,675 3 11		7,516 11 ..		7,228 9 9	62,425 5 5	61,437 .. 3	1,765 3 9	63,202 4 .	1,022 7	1,799 5 7	47 6 1	20 8 5

Total charges, ...		63,202 4 0
Deduct:		
Government Grants	38,878 7 0	
Minus Grant for endowment and building Funds Jotogh School	11,500 0 0	27,378 7 0
Expenditure from Private sources,		35,823 13 0

STATEMENT of the Endowment and Building Funds of the Schools for European

Canning's Minute

1		2			3		
Name of Institution.		Balance on 1st April 1867.			Income due		
					From Government.		
Bishop Cotton's School, Jutogh, ..	Endowment Fund,	14,294	4	4	11,500	...	..
	Building Fund, ...	1,14,136	8	4	...	...	...
Punjab Girls' School, Simla, ...	Building Fund, ..	11,472	...	..	4,900	..	
Lahore High School, ...	Endowment Fund,	24,760	1	7	...	..	
	Building Fund, ...	6,635	11	...	...	..	
Murree *cum* Rawul Pindee School, ...	Endowment Fund,	...	..	...	...	..	
	Building Fund, ...	3,861	12	...	1,307	..	
Henry Lawrence Memol. Asylum, Murree,	Endowment Fund,	(a) 1,25,000	...	...	...		
		(b) 8,500	...	..	...	.	
		(c) 500	...	..	...	...	...
	Building Fund, ...	(d) 24,279	10	4	...	.	..

a.—Lodged in Calcutta and has not been allowed Government equivalent, but the proceeds applied to current expenses, are supplemented by an equivalent Government grant, and appear in the ordinary return.

b.—For Yule Scholarships, and has received Government equivalent.

c.—For good conduct prize. Has not yet received Government equivalent.

d.—Transferred from Savings on general funds for current expenses, supplied about equally from Governmen and private sources.

and Eurasian Children, to which Grants-in-aid are made by Government under Lord of October 1860.

4			5			6			7			8
ING 1867-68. From Private sources.			Total of columns 2, 3, and 4.			Expenditure during 1867-68.			Balance on 1st April 1868. Difference between cols. 5 and 6.			REMARKS.
34,414	13	4	60,239	1	8	...	.	...	60,239	1	8	
550	...	...	1,14,686	8	4	66,606	...	..	48,080	8	4	
650	...	..	17,022	...	...	...	..	...	17,022	...	..	
												Accounts not received.

No.

INSTITUTIONS FOR

PRIVATE Schools of the Middle Class open to

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	10E	11
NAME OF INSTITUTION	LOCALITY	WHEN ESTABLISHED.	No of pupils on the Rolls at the close of the year				Average No of pupils on the rolls monthly.	Average daily attendance	No of pupils studying each language at the close of the year.						Monthly rate of schools fee
			Hindus	Muhammadans	Others	TOTAL			English	Arabic	Sanskrit	Persian	Urdu	Attendance of Gurmukhi	
Middle Class Schools not Educating up to the University Entrance standard															
AMBALA CIRCLE															
1 American Presb Mission School	Ludhiana ..	1836	181	66	17	267	277	244	267	.		117	150		1 to 2 as
2 Ditto Ditto (Cantt)	Ambala	1859	51	19	18	91	79	62	91	.	..	30	61		1 to 4 as
3 School for natives,	Sunawri	1st March 1860,	26	4	..	30	28	18	30	..	..	12	30	..	1 r to 1a
4 American Presb Mission Schoo	Subathoo, ..	1862	23	15	1	39	38	32	29	.	.	6	34	7	1 to 2 as
5 Amlah School,	Ambala	21th Octr 1866	12	15	7	34	55	46	39		..	58	5		2 to 8 a
6 Lala Ishri Parshad s Eden English School,	Delhi,	1st April 1867,	104	3		107	93	80	107	.	..	107	107	..	1 r to 1a
7 Elementary English School Nilka Katra,	Delhi,	Ditto,	85	10		95	93	75	95	..	.	77	95	..	4 r to 1a
		TOTAL,	518	132	43	693	663	554	658		..	407	482	7	
Elementary English Schools attached to Government Vernacular ones.															
DISTRICT	SCHOOL														
1 Ambala, ...	Burya, ..	English Scholars, Anglo Ver ditto, 1st May 1864,	33	26	4	63	...	...	..			.	..	.	1 ana.
2	Mani Majra, ..	English Scholars, Anglo Ver ditto, 1st Septr 1865,	1 23	2 5	3 5	6 33	6 28	5 22	6 33			21	18		Ditto
3 Rohtak, ..	Gohana, ..	English Scholars, Anglo Ver ditto, 1st May 1863,	39	11	.	50	46	26	50			23	37	8	2 to 1a
4	Bahadurgarh,	English Scholars, Anglo Ver ditto, 1st May 1865,	. 26	. 10	.	36	39	27	.. 36			13	. 22	14	2 to 1a
5 Delhi,	Arab Serai, ...	English Scholars, Anglo Ver ditto, January 1864,	39	1 17	.	1 56	1 53	1 37	1 56			31	.. 56	..	1 to 2a
6	Sunpat, .	English Scholars, Anglo Ver ditto, April 1866,	4 34	1	.	4 38	8 31	7 27	4 38			.. 25	38	.	Ditto
7	Faridabad,	English Scholars, Anglo Ver ditto, Ditto,	3 33	3	... .	3 36	3 36	2 27	3 36			.. 21	36	.. ..	1 to 4a
8 Gurgaon,	Gurgaon,	English Scholars, Anglo Ver ditto, 1st July 1863,	2 63	12		2 75	2 57	2 68	2 75			25	.. 31	16	2 to 1a
9	Palwal,	English Scholars, Anglo Ver ditto, 24th Feb 1862,	33	2		35	37	28	35			30	.. 5		1 anna
10	Ferozpur,	English Scholars, Anglo Ver ditto, 3rd March 1862,	.. 33	6		39	. 36	22	39			18	.. 21		2 to 1a
11	Noh, ..	English Scholars, Anglo Ver ditto, 27th Feb 1862	1 26	1 5		2 31	2 28	2 21	2 31			4	.. 16	9	Ditto
12	Farakhnagar,	English Scholars, Anglo Ver ditto, 7th April 1863,	1 29	1 9	.	2 38	3 36	2 34	2 38			26	. 12	.	Ditto
13	Sona,	English Scholars, Anglo Ver ditto, 9th April 1863,	... 45	. 11	.	. 56	.. 56	. 50	56			26	16	14	1 anna
14 Hissar, ..	Hissar,	English Scholars, Anglo Ver ditto, 1st April 1865,	1 22	1 4	1	2 27	2 27	1 24	2 27			... 5	.. 19	8	4 to 1a
15	Hansi,	English Scholars, Anglo Ver ditto, 9th July 1864,	15 20	. 1	. .	15 21	13 16	11 16	15 21			6	12	3	8 to 1a
16 Sirsah ..	Sirsah, .	English Scholars, Anglo Ver ditto, 7th July 1863,	. 38	5	3	46	51	.. 38	.. 46			..	. 46		1r to 1a
17 Kurnal,	Kythal,	English Scholars, Anglo Ver ditto, 1st Oct. 1865,	20 43	2 3	2 2	24 48	22 42	24 35	24 48			13	23	12	1 to
18	Panipat,	English Scholars, Anglo Ver ditto, 16th Jany 1865,	36 26	4 5	.	40 31	39 29	31 26	40 31			20	40	. 14	Ditto
19 Ludhiana,	Jagraon,	English Scholars, Anglo Ver ditto, 1st Jany 1866,	39	8	.	.. 47	45	36	.. 47			.. 47	.. 17	...	Ditto
20	Machiwara, ..	English Scholars, Anglo Ver ditto, 1st April 1867,	4 50	. 7	.	4 57	4 49	3 39	4 57			.. 57	. 57		Ditto.
20	TOTAL OF ELEMENTARY ENGLISH SCHOOLS,		88	12	5	105	904	91	968			477	555	93	
27	GRAND TOTAL OF MIDDLE CLASS SCHOOLS,		606	144	48	798	1,567	645	1,626			884	1,037	100	..

VI.

GENERAL EDUCATION.

Government Inspection for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Receipts.								Charges.					Annual cost of educating each pupil.	
From Government.	Proceeds of Endowment.	Subscriptions, Donations, &c.	Local rate of assessment.	Fees, Fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
2,100	2,100	727 7 5		308 1		130 9 6	5,386 1 11	5,380 1 11		5,380 1 11	6		19 6 9	7 9 4
1,200				155 14 9		1,027 4 4	2,383 3 1	2,110 10	15 6 3	2,125 7 1	257 12		26 14 6	15 3
275	300			35 12 3		74 15 3	685 11 6	617 11 6	68	685 11 6			24 7 10	9 13 1
360	275 11 9	27		33 7 6		23 12 9	720	654 6	65 15 6	720			18 15 2	9 7 7
390		776 9 6		57 3			1,223 9 9	907 6 4	141 8 3	1,048 14 7	174 11 2		19 1	7 5
668	564	494 12		197			1,923 12	1,712	222	1,934		10 4	20 12 9	7 2 11
655	720	410		321 7			2,106 7	1,920	185	2,105	1 7		22 10 2	7 8
5,648	3,959 11 9	2,435 12 11		1,108 10 9		1,276 9 10	14,428 13 3	13,301 5 1	697 14	13,999 3 1	439 14 2	10 4	21 1 10	8 8 4
360		228		6 8		132	726 8	720		720	6 8		12 10 1	6 5 1
180		180		4			360 4	360		360	4		10 9 5	5 4 8
205 11		208 1		2 13		5 12 3	422 5 3	379 3	38 1 9	417 2	5 3 3		9 1 1	4 7 7
180		67				60 10	307 10	360	34 2	394 2		86 8	10 1 8	4 9 10
180		130		10 8		57	377 8	366	10	376	1 8		6 15 5	3 5 4
240		180		3		72 8	495 8	480	25	505		9 8	12 15 2	6 2 5
181 1 9		180		4		60	421 5 9	363		363	58 5 9		9 4 11	4 10 4
365 4 6		669 7 9		10 12		52 7	1,097 15 3	1,022 1	59 8	1,081 9	16 6 3		18 5 4	6 3 1
173 7		179 7		10 14		5 15	369 11	352 14	11 13	364 11	5		9 13 8	1 11
290 8		314 14		12 3			617 9	586 8	16 4 9	602 12 9	14 12 3		16 11 11	8 1 1
300		306		5 10		5 3	616 13	606	7 1	613 1	3 12		20 7	10
300		334 2		8 14			643	606	7 2	613 2	29 14		15 11 6	7 11 1
176 1 3		135 9 6		1 5			362 15 9	357 4	1 4	358 8	4 7 9		6 6 5	3 2 4
240		240		32 10			512 10	480	7	487	25 10		16 12 8	8 4 5
309 11 4		293		43 7			646 2 4	615	4 7 4	619 7 4	26 11		21 5 6	10 10 10
600		740 8		77		37	1,454 8	1,292	157 8 1	1,449 8 1	415 11		28 6 7	11 12 3
180		180		17 4	30 12 6	150 12	558 12 6	495	15 12	510 12	48 6		7 15 8	2 13
240		240		8 9	43 13 3	184	716 6 3	603	61 8	664			9 12 4	3 8 6
		120					120	120		120			2 10 8	
105		120					225	145 5 6	69 10	214 15 6	10 6		4 11 1	15 8
[illegible]		[illegible]		251 13	74 9 9	823 3 3	11,052 8 1	10,309 9	526 1 11	10,835 2 8	313 5 5	96	11 15 9	6 6 1
12 10	3,959 11 9	7,531 14 2		1,360 7 9	74 9 9	2,099 13 1	25,481 5 4	23,610 5 10	1,223 15 11	24,834 5 9	753 3 7	106 4	15 13 7	6 10 9

No.

INSTITUTIONS FOR

PRIVATE Schools of the Middle Class open to

1		2	3	4	5	6	7	8	9	10	10A	10B.	10C	10D.	10E.	11
				No. of pupils on the Rolls at the close of the year.						No. of pupils studying each language at the close of the year.						
NAME OF INSTITUTION.		LOCALITY.	When established.	Hindus.	Muhammadans.	Others.	TOTAL.	Average No. of pupils on the rolls monthly.	Average daily attendance.	English.	Arithmetic.	Sanscrit.	Persian.	Urdu.	Hindi and Gurmukhi.	Monthly rate schooling fee
	LAHORE CIRCLE.															
1	Adult English School, ..	Lahore, ...	1st Septr. 1861,	47	10	4	61	57	39	61	...	...	..	...	...	2 re. to 6 as.
2	High School for boys of European parentage,	Lahore, ...	1862,	Return for 2nd half year of 1867-68 not recieved although repeatedly called for.												
3	American Presbyterian Mission Adult English School, ...	Lahore, ...	1861,	29	20	1	50	56	36	50	...	...	...	...	...	*
4	Anglo Sanscrit School,	Lahore, ...	2nd Decr. 1864,	54	4	...	†58	54	36	40	...	15	...	...	‡29	1 ana.
5	Church Mission School, ...	Kangra, ...	1854,	117	11	6	134	95	61	98	...	20	21	74	19	1 ana.
6	Church Mission Male Orphange,	Amritsar, ..	1862,	...	...	20	20	19	17	20	...	...	7	20	...	Nil.
7	Church Mission School,	Jandiala, ..	1854,	54	15	4	73	70	56	26	...	...	11	73	40	1 ana.
8	Anglo Vernacular School Cantonments,	Ferozpur, ...	15th Jan. 1864,	123	27	2	152	120	107	98	15	5	50	90	32	1 to 8 as.
9	Church Mission School,	Mooltan, ...	1859,	36	39	3	78	65	44	45	...	...	41	12	...	1 ana.
10	Do. Do.,	Shujabad, ...	January 1866,	43	12	...	55	55	42	33	..	...	37	18	...	1 ana.
11	Mission Anglo Vernacular School (Cantonment),	Jalundur, ...	1st April 1866,	50	27	3	80	50	36	80	...	...	10	80	..	1 to 4 as.
12	Regimental School 4th Gurkhas,	Bakloh, ...	1863,	44	...	...	44	42	28	44	...	...	...	18	12	8as. to 1r
13	Hindu School,	Lahore, ...	April 1867,	169	2	...	171	155	128	157	3	10	159	1	2	1 to 2 as.
	TOTAL,			766	167	43	976	838	630	752	18	50	336	386	134	
	Elementary English Schools attached to Government Vernacular ones.															
	DISTRICT. / SCHOOL.															
1	Jalandar, ... / Jalandar, ...	English Scholars, / Anglo Ver. ditto,	1st May 1863,	... / 3	... / 42	... / 2	... / 47	... / 41	... / 39	... / 47	... / ...	.. / ...	... / 16	... / 47	... / ...	...
2	Nawashahar, ...	English Scholars, / Anglo Ver. ditto,	1st July 1864,	7 / 34	1 / 3	... / ...	8 / 37	7 / 38	6 / 35	8 / 37	.. / 5	... / ...	... / 27	... / 37	... / ...	2 a
3	Bungah, ...	English Scholars, / Anglo Ver. ditto,	10 Feb. 1862,	2 / 23	... / 2	... / 3	2 / 28	4 / 30	3 / 38	2 / 28	... / ...	... / ...	... / 19	... / 28	.. / ...	2 a
4	Nakodar, ...	English Scholars, / Anglo Ver. ditto,	12th Novr. 1866,	... / 32	... / 8	... / ...	... / 40	... / 33	... / 30	... / 40	.. / .	... / ...	.. / 40	... / 40	.. / ...	2 a
5	Kartarpur, ...	English Scholars, / Anglo Ver. ditto,	15th Septr. 1866,	1 / 31	... / 1	... / 5	1 / 37	2 / 38	1 / 35	1 / 37	... / ...	... / ...	.. / 36	... / 37	... / ...	2 to 4
6	Lahore, ... Chunian, ...	English Scholars, / Anglo Ver. ditto,	1st Jan. 1862,	5 / 21	... / 3	... / 12	5 / 36	5 / 34	4 / 29	5 / 36	. / ..	... / ...	... / 36	... / 36	... / ...	...
7	Sharakpur, ...	English Scholars, / Anglo Ver. ditto,	1st June 1862,	... / 19	... / 11	... / 3	.. / 33	... / 33	... / 30	... / 33	... / ...	... / ..	.. / 33	... / 33	... / ...	...
8	Kussur, ...	English Scholars, / Anglo Ver. ditto,	1st Novr. 1862,	... / 68	... / 21	... / 3	... / 92	... / 86	.. / 66	.. / 92	... / ...	... / ...	... / 92	... / 92	... / ..	...
9	Baghbanpur, ...	English Scholars, / Anglo Ver. ditto,	1st April 1865,	... / 3	... / 21	. / 2	.. / 26	... / 22	... / 21	... / 26	... / ...	... / ...	... / 26	... / 26	... / ..	...
10	Nawakot, ...	English Scholars, / Anglo Ver. ditto,	15 Mar. 1866,	Closed from 1st June 1867.												
11	Amritsar, .. Raja Sansi, ...	English Scholars, / Anglo Ver. ditto,	17th Dec. 1864,	... / 8	... / 4	... / 4	... / 16	... / 19	... / 14	... / 16	... / ...	.. / ...	... / 4	... / 16	.. / ..	2 to
12	Dera Nanak, ...	English Scholars, / Anglo Ver. ditto,	1st May 1864,	... / 42	... / ...	... / ...	... / 42	... / 35	.. / 34	... / 42	... / ...	.. / ...	... / 30	... / 42	.. / ...	...
13	Sri Gobindpur,	English Scholars, / Anglo Ver. ditto,	26th May 1864,	... / 20	.. / 1	... / 3	... / 24	... / 24	... / 20	... / 24	... / ...	... / ...	.. / 13	... / 24	... / ...	...
14	Tarn Taran, ...	English Scholars, / Anglo Ver ditto,	1st June 1867,	... / 29	... / 5	... / 22	.. / 56	... / 50	.. / 50	.. / 56	... / ...	... / ...	.. / 25	... / 56	... / ...	2 to
15	Kangra, ... Saliana, ...	English Scholars, / Anglo Ver. ditto,	1st April 1865,	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	...
16	Para, ...	English Scholars, / Anglo Ver. ditto,	Ditto,	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	... / ...	...
17	Palampur, ...	English Scholars, / Anglo Ver. ditto,	1st Novr. 1867,	... / 57	... / 5	... / 1	... / 63	. / 43	... / 31	.. / 31	... / ...	... / ...	... / 25	... / 55	... / ..	...
18	Montgomery Montgomery, ...	English Scholars, / Anglo Ver. ditto,	15th June 1862,	5 / 30	1 / 15	.. / 3	6 / 48	10 / 40	6 / 36	6 / 48	.. / ...	... / 1	... / 18	... / 42	... / 5	1 an
19	Sayadwala, ...	English Scholars, / Anglo Ver ditto,	29th Octr. 1862,	2 / 19	... / 4	... / 8	2 / 31	2 / 30	2 / 27	2 / 31	... / ...	... / ...	... / 27	. / 30	... / ...	Dit
20	Hoshiarpur, Urrah, ...	English Scholars, / Anglo Ver. ditto,	1st Aug. 1863,	... / 21	... / 2	... / 13	... / 36	... / 35	.. / 29	... / 36	... / ...	... / ..	... / 36	... / 36	... / ...	1 to
21	Anandpur, ...	English Scholars, / Anglo Ver. ditto,	Ditto,	... / 14	... / 1	... / 10	... / 25	... / 25	... / 21	... / 25	... / ...	... / 2	... / 17	... / 23	... / ..	Dit
22	Harriana, ...	English Scholars, / Anglo Ver. ditto,	9th July 1866,	... / 27	... / 5	... / 1	... / 33	... / 25	... / 22	... / 33	... / ...	.. / ...	... / 33	... / 33	... / ...	Dit
23	Urmuran, ...	English Scholars, / Anglo Ver. ditto,	Ditto,	... / 16	... / 12	... / ...	... / 28	... / 31	... / 28	... / 28	... / ...					
24	Dusuha, ...	English Scholars, / Anglo Ver. ditto,	6th Ditto,	... / 20	... / 4	... / ...	... / 24	... / 22	... / 20	... / 24	... / ...					
25	Gurdaspur, Pathankot, ...	English Scholars, / Anglo Ver. ditto,	1st April 1867,	... / ..	... / ...	... / ...	... / ...	... / ...	... / ...	.. / ..	.. / ...					
	TOTAL of Elementary Eng. Schools.			22	2	...	24	767	22	794	5					
38	GRAND TOTAL of Mid. Class Schools.			788	169	43	1,000	1,605	652	1,546	23					

VI.

GENERAL EDUCATION.

Government Inspection for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Receipts.								Charges.					Annual cost of educating each pupil.		
From Government.	Proceeds of Endowment.	Subscriptions, Donations, &c.	Local rate of assessment.	Fees, Fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.	
360	...	...	...	364 2	...	...	724 2	658	66 2	724 2	...	...	12 11 3	6 5 1	
1,295	...	...	...	..	...	...	..	...	...	...	...	...	..	..	* 1-25 per cent income and minimum rate 2as.
360	...	267 8	...	92 8	...	...	720	720	...	720	...	...	12 13 9	6 6 10	
460	12 1	450 6 10	...	10 5 3	...	...	921 8 2	901 10 2	19 14	921 8 2	...	...	17 1	8 9 6	
1,200	...	1,200	...	40 3	...	4 4 3	2,444 7 3	1,999 8	40 6	2,039 14	404 9 3	...	21 7 7	12 10 1	
480	...	480	...	...	...	...	960	892 13	67 3	960	...	...	50 8 5	25 4 2	† Includes 17 Bengali Scholars.
480	...	573 3	...	50 10	...	...	1,103 13	1,089 13	14	1,103 13	...	...	15 12 4	6 13 9	
540	...	482 7	...	82 6	...	...	1,104 7 6	975 12 9	104 14 6	1,080 11 3	23 12 3	...	9	1 4 8	‡ Includes 7 girls.
1,200	...	874 11 3	...	37 9	...	360	2,472 4 3	2,404 8	63 7 3	2,467 15 3	4 5	...	37 15 6	18 7 5	
420	...	414 14	...	24	...	...	858 14	840	19	859	...	2	15 9 11	7 10 2	
666	...	652 12	...	64 7	...	...	1,473 3	1,316 4	60 4	1,376 8	96 11	...	27 8 6	13 5 1	
1,150	...	603	...	31 9	...	660	2,714 9	869 14	1,487 2 6	2,357 6	357 8 6	...	27 8 9	13 1 6	(a) Rs. 600 building grant and its equivalent omitted in calculating these costs
630	...	2,294	...	85	...	...	3,009	2,208	1 6	2,374	635	...	15 5 1	4 1	
9,241 12 1	360	8,292 14 1	...	882 5 9	...	1,024 4 3	18,506 4 2	14,876 2 11	2,108 5 3	16,984 8 2	1,521 14	2	18 13 4	8 12 3	
120	...	120	...	...	...	12	252	252	6	258	...	6	6 4 8	2 14 10	
188 9	...	180	...	43 6	...	...	411 15	360	16 5 3	376 5 3	35 9 9	...	8 5 10	4 3 1	
191 9 6	...	120	...	37 11	...	...	349 4 6	360	22 13 9	382 13 9	...	33 9 9	10 5 7	4 0 2	Rs. 22-5-9 to be refunded.
184 9 9	...	180	...	15 13	...	...	380 6 9	360	27 8	387 8	...	7 1 3	11 11 11	5 9 6	
131 4	...	120	...	58 3	...	...	309 7	270	79 12 3	349 12 3	...	40 5 3	8 11 11	3 4 6	
188 5 3	...	180	...	3	...	2	373 5 3	360	8 5 3	368 5 3	5	...	9 7 1	4 13 3	
124 1	...	120	...	3 4	...	3 6 6	250 11 6	240	7 5	247 5	3 6 6	...	7 7 11	3 12 2	
186 6 9	...	180	...	11 3	...	3	380 9 9	360	6 6 9	366 6 9	14 3	...	4 4 2	2 2 8	
126 12	...	120	...	2 4	...	...	249	240	9	219	...	...	11 5 15	12 2	
16 8	...	16	...	... 8	...	...	33 8	28	5 8	33 8	...	...	...	...	
180	...	180	...	4 8	...	...	364 8	360	...	360	4 8	...	18 15 2	9 7 7	
180	...	90	...	...	...	90	360	360	...	360	...	...	10 4 7	5 2 3	
180	...	90	...	1 4	...	90	361 4	360	...	360	1 4	...	15	7 8	
220 (X)	...	220	...	18 12	...	...	458 12	440	...	440	18 12	...	8 12 10	4 6 5	
76 8 (X)	...	71 12	...	...	...	...	148 4	140	3 8	143 8	4 12	...	...	...	Closed from 1st. Novr. 67
46 8	...	36 12	...	...	...	...	83 4	70	3 8	73 8	9 12	...	...	...	Do.
150	...	150	...	...	...	...	300	300	...	300	...	...	6 15 8	3 7 10	
360	...	360	...	11 12	...	...	731 12	726	6	732	...	4	14 10 3	7 3 2	
120	...	120	...	7	...	...	247	244 8	4 8	249	...	2	7 12 6	3 12	
202 5 9	...	192	...	24 3	...	...	418 8 9	384	10 5 9	394 5 9	24 3	...	11 4 3	5 12 6	
208 3 3	...	192	...	21 9	...	...	421 12 3	384	16 3 3	400 3 3	21 9	...	16 2	8 5 3	
198 13 3	...	192	...	22 4	...	...	413 1 3	384	6 13 3	390 13 3	22 4	...	15 10 2	7 15 3	
[illegible]		[illegible]		23 3	...	...	413 11	384	24 9	408 9	5 2	...	13 2 10	6 6 5	
[illegible]		[illegible]		17 7	...	...	411 5 6	384	9 14 6	393 14 6	17 7	...	14 6 9	2 10	
[illegible]		[illegible]		...	...	...	330	330	...	330	...	...	...	...	Closed from 1st March '68
[illegible]		[illegible]		327 2	...	200 6 6	8,453 6 6	8,080 8	274 6	8,354 14	187 12 3	89 3 9	10 2 2	4 15 8	
[illegible]		[illegible]		1,209 7 9	...	1,224 10 9	26,959 10 8	22,956 10 11	2,382 11 3	25,339 6 2	1,709 10 3	89 5 9	14 10 10	6 15 4	

[illegible] 12 & 9 12 respectively were not drawn by the Deputy Commissioner although the amounts were passed by this Office.

No.

INSTITUTIONS FOR

PRIVATE Schools of the Middle Class open to

1	2	3	4	5	6	7	8	9	10	10A.	10B.	10C.	10D.	10E.	11
			No. of pupils on the Rolls at the close of the year.						No. of pupils studying each language at the close of the year.						
NAME OF INSTITUTION.	LOCALITY.	When established.	Hindus.	Muhammadans.	Others.	TOTAL.	Average No. of pupils on the rolls monthly.	Average daily attendance.	English.	Arithmetic.	Sanscrit.	Persian.	Urdu.	Hindi and Gurmukhi.	Monthly rate schooling fee
RAWAL PINDEE CIRCLE.															
1 Sir Henry Law. Memol. Asylum,	Murree, ...	1st May 1861,	...	...	...	...	..	..	...	...	...	...	...	...	...
2 Grant-in-aid School, ...	Jhelam, ...	15th Novr. 1861,	47	26	13	86	87	68	86	...	...	64	86	...	4 to 1 as.
3 Ch. of Scotland Min. Sch. (City.)	Siyalkot, ...	October 1864,	69	7	12	88	85	...	45	...	..	53	35	..	1 to 2 as.
4 Ditto Ditto (Cantt.)	Siyalkot, ...	April 1860,	28	37	4	69c	70	...	23	..	...	24	41	..	1 to 4 as.
5 Ditto Ditto, ...	Wazirabad, ...	15th Jan. 1863,	72	45	...	117	107	..	38	...	..	38	41	...	1 to 3 as.
6 American Presb. Min. Sch. (Cantt.)	Rawal Pindi, ...	1862,	75	17	4	96	92	71	63	...	...	33	33	...	1 ½ rs to 1 a.
7 Church Mission School, ...	Narowal, ...	1859,	67	44	...	111	105	79	37	1	...	36	74	37	1 to ½ as.
8 Amlah School, ...	Siyalkot, ...	1st Febry. 1867,	...	...	...	...	.	...	...	..	...	...	...	...	...
TOTAL, ...			358	176	33	567	546	218	292	1	...	248	310	37	
Elementary English Schools attached to Government Vernacular ones.															
DISTRICT. SCHOOL.															
1 Gujranawala, Butala, ...	English Scholars,	1st Jan. 1861,	...	...	...	.	...	...	...	...	...	..	..	...	...
	Anglo Ver. ditto,		8	5	5	18	18	16	18	..	...	8	8	...	
2 Ram Nagar, ...	English Scholars,	17th Aug. 1862,	...	...	...	...	...	...	...	...	...	...	...	...	1 to 2 annas.
	Anglo Ver. ditto,		11	3	11	25	29	26	25	...	...	25	25	25	
3 Akalgarh, ...	English Scholars,	2nd Octr. 1862,	1	...	...	1	1	1	1	...	.	...	...	...	...
	Anglo Ver. ditto,		14	...	...	14	16	14	14	...	...	14	14	...	
4 Siyalkote, Pasrur, ...	English Scholars,	1st Jan. 1862,	3	...	...	3	3	3	3	...	...	...	...	...	...
	Anglo Ver. ditto,		30	12	2	44	49	42	54	...	...	16	54	.	
5 Daska, ...	English Scholars,	1st Octr. 1862,	...	1	..	1	1	1	1	...	...	...	...	...	...
	Anglo Ver. ditto,		27	9	6	42	42	37	42	...	...	20	42	..	
6 Zafarwal, ...	English Scholars,	1st Novr. 1862,	...	1	..	1	1	1	1	..	...	...	...	...	...
	Anglo Ver. ditto,		30	11	2	43	47	41	43	..	...	38	43	...	
7 Raiya, ...	English Scholars,	5th July 1864,	...	...	.	...	..	.	...	...	...	...	...	...	...
	Anglo Ver. ditto,		..	...	...	..	...	...	...	...	...	...	...	...	
8 Shahpur, Shahpur, ...	English Scholars,	1st June 1864,	..	...	...	...	...	...	...	...	...	...	...	...	12 as. to 1 a.
	Anglo Ver. ditto,		18	11	...	29	26	21	29	...	...	29	29	...	
9 Khushab, ...	English Scholars,	1st Novr. 1866,	6	1	...	7	8	3	7	..	...	...	...	...	...
	Anglo Ver. ditto,		12	10	3	25	25	21	25	...	4	21	21	...	
10 Jhang, ... Magyana, ...	English Scholars,	1st Aug. 1866,	...	...	...	...	..	..	...	...	..	...	...	...	1 ana
	Anglo Ver. ditto,		79	20	1	100	86	80	100	...	...	59	100	...	
11 Shorkot, ...	English Scholars,	6th Feb. 1865,	..	...	..	...	...	...	.	..	...	...	...	...	...
	Anglo Ver. ditto,		41	8	1	50	51	48	50	...	...	20	50	...	
Total of Elementary English Schs.,			10	3	...	13	403	9	413	...	4	250	386	25	
19 Grand Total of Middle Class Schools.			368	179	33	580	949	227	705	1	4	498	696	62	
FRONTIER CIRCLE.															
1 Church Mission School, ..	D. I. Khan, ...	Novr. 1863,	139	57	...	196	202		133	10	...	72	166	63	1 r. to 3p.
2 Ditto Ditto, ...	Banu, ...	Febry. 1865,	44	61	...	105	97	66	51	..	...	24	80	..	1 r. to 3p.
3 Ditto Ditto (Cantt.)	Peshawar, ...	1860,	57	41	3	101	85	61	63	...	..	10	101	..	1 to 2as.
4 Vernacular School, ...	Jampur, ...	1866-67,	85	19	...	104	93	81	..	...	...	28	104	...	...
TOTAL, ...			325	178	3	506	477	208	247	10	...	134	451	63	
ABSTRACT.															
27 Ambala Circle, ...			606	144	48	798	1,567	645	1,626	..	...	884	1,037	100	
38 Lahore Circle, ...			788	169	43	1,000	1,605	652	1,546	23	59	935	1,165	139	
19 Rawal Pindi Circle, ...			368	179	33	580	949	227	705	1	4	498	696	62	
4 Frontier Circle, ...			325	178	3	506	477	208	247	10	...	134	451	63	
88 Grant Total of 4 Circles, ...			2,037	670	127	2,884	c4,598	1,732	4,124	34	63	2,451	3,349	364	

(c.)—Elementary English Schools. English Sc
Ditto, Anglo Vernaculars
Average number of pupils at other School

VI.—*Concluded.*

GENERAL EDUCATION.

Government Inspection for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Receipts.								Charges.					Annual cost of educating each pupil.		
From Government.	Proceeds of Endowment.	Subscriptions, Donations, &c.	Local rate of assessment.	Fees, Fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.	
P.															
19,800															Enquiries are being made regarding accounts furnished by Principal.
1,800		1,800		77 11		65 13	3,742 14	3,375 12	106 5 3	3,482 1 3	260 12 9		40 5	20 11	
600		1,036 2 3		41 2			1,677 4 3	1,642	35 4 3	1,677 4 3			19 11 9	7 11	
360		678 14 9		30 5 3			1,069 4	1,006	63 4	1,069 4			15 4 5	5 2 3	
720		762 13		39			1,521 13	1,470	51 13	1,521 13			14 3 7	6 11 8	
580	480	489 5 6		124 14 3			1,674 3 9	1,516 1 3	158 2 6	1,674 3 9			18 3 3	6 4 10	
960		1,115 12 6		23 4			2,099 6	1,988 12	110 4 6	2,099 6			19 15 10	9 2 3	
100		126 8				35	261 8	204	53 5	257 5	4 3				Closed from 1st Octr. '67.
24,920	480	6,009 8		335 10 6		100 13	12,045 15 6	11,202 9 3	578 6 6	11,780 15 9	264 15 9		21 1 8	9 3 1	
300		300					600	598 4 6		598 4 6	1 11 6		33 3 10	16 9 11	0-13-9 to be refunded.
240		240		4 4			484 4	480		480	4 4		16 8 10	8 4 5	
135		129		6			270	270		270			15 14 1	7 15 1	
180		180				11 8	371 8	360	11 8	371 8			7 2 4	3 7 5	
180		180				12 4	372 4	360	12 4	372 4			8 10 6	4 2 11	
180		180				13	373	360	13	373			7 12 4	3 12	
21 12 10		21 12 10					43 9 8	43 9 8		43 9 8					Closed from 22d May 1867.
285		285		12 9			582 9	581 6		581 6	1 3		22 5 9	10 15 5	
180		180					360	360		360			10 14 7	5 7 3	
338 4 6		480 8		1 13		48 15 3	869 8 9	656 6	98 10 6	754 11	114 13 9		8 12 5	3 14 11	
189 14 2		316 14				51 9 10	558 6	359 1 10	149 10 8	508 12 6	49 9 6		9 15 7	3 11 7	
2,229 15 6		2,493 2 10		24 10		137 5 1	4,885 1 5	4,428 6 6	285 1 2	4,713 7 8	171 9 9		11 9 5	5 7 8	
27,149 15 6	480	8,502 10 10		360 4 6		238 2 1	16,931 11	15,630 15 9	863 7 8	16,494 7 5	436 9 6		17 1	7 9 10	
2,720		3,773 5 4		194 5			6,687 10 4	5,936 5 1	781 5 3	6,717 10 4		30	33 4 1	7 5	
1,400		1,447 5 2		66 10			2,913 15 2	2,366 7 2	547 8	2,913 15 2			44 2 5	5	
360		888 11		60			1,308 11	1,293	15 11	1,308 11			15 6 4	5 9	
472 8	67 8					24	564	498	66	564			6 1	5 1 3	
4,952 8	67 8	6,100 5 6		320 5		24	11,474 4 6	10,093 12 3	1,410 8 3	11,504 4 6		30	24 1 11	10 6 1	
34 12 10	3,959 11 9	7,531 14 2		1,360 7 9	74 9 9	2,099 13 1	25,481 5 4	23,610 5 10	1,223 15 11	24,834 5 9	753 3 7	106 4	15 13 7	6 10 9	
1	360	12,072 14 1		1,205 7 9		1,224 10 9	26,959 10 8	22,956 10 11	2,382 11 3	25,339 6 2	1,700 10 3	89 5 9	14 10 10	6 15 4	
	480	8,502 10 10		360 4 6		238 2 1	16,931 11	15,630 15 9	863 7 8	16,494 7 5	436 9 6		17 1	7 9 10	
	67 8	6,100 5 6		320 15		24	11,474 4 6	10,093 12 3	1,410 8 3	11,504 4 6		30	24 1 11	10 6 1	
	7 3 9	41,216 12 7		3,257 3	74 9 9	3,586 9 11	80,846 5 5	72,291 12 9	5,880 11 1	78,172 7 10	2,890 7 4	225 9 9	16 8 9	7 5 7	

...ludes Rs. ... 14-6 on account of arrears of 1866-67.

Memo.
Total charges, ... 78,172 7 10

Deduct:
Government grant, 55,944 14 5

Minus. Grant to Murree Asylum account noticed, 19,800
Grant to Lahore High School, ditto ... 1,295 21,095 0 0 34,849 14 5
Expenditure from Private sources, 43,322 9 5

No.

INSTITUTIONS FOR

PRIVATE Schools of the Lower Class

1	2		3	4	5	6	7	8	9	10	10A	10B	10C	10D	10E	11	12			13	
				No. of pupils on the Rolls at the close of the year.						No. of pupils studying each language at the close of the year.										R	
NAME OF INSTITUTION.	Locality.	No. of Schools.	When established.	Hindus.	Muhammadans.	Others.	TOTAL.	Average No. of pupils on the rolls monthly.	Average daily attendance.	English.	Arabic.	Sanscrit.	Persian.	Urdu.	Hindi or Gurmukhi.	Monthly rate of Schooling Fee.	From Government.			Proceeds of Endowment.	
AMBALA CIRCLE.																					
Mission Branch School, ...	Delhi, ...	1	1863,	74	1	.	75	89	62	75	...	..	11	75	...	2 to 4 as.	840		.	..	
Do. do. Schools (City,)	Ambala, ...	3		128	60	9	197	192	144	52	.	.	97	97	48	1 to ½ as.	...	...	...	.	
Do. do. do. (Cantt.,)	Do. ...	1	1867,	52	19	..	71	73	60	...	...		14	22	35	1 ana	...	.		.	
Branch Schools,	Rupar, ...	2	1867,	161	1	4	166	133	109	74	..	..	...	71	35	...	300	.		.	
Mission Branch Schools, ...	Ludhiana, ...	3	1865,	189	73	...	262	278	199	172	...	...	15	207	156	6 pies.	300	..		300	
Vernacular School (City,)	Do. ...	1	1st Oct. '64	7	41	...	48	61	53	...	..	...	28	48	...	1 to 4 as.	180	.		10	
Church Mission Schools,	Kotgarh, ...	10	1843,	159	...	2	161	150	125	...	..	..	...	12	161	...	360	.	.	218	
...	TOTAL, ...	21		770	195	15	980	976	752	373		.	165	532	435		1,980	..	.	528	
LAHORE CIRCLE.																					
Mission Branch Schools, ...	Jalundhur, ...	3		120	112	...	232	225	176	22	..	.	111	232	...	½ to 1 a.	...	..	.	63	8
Do. do. do., ...	Kangra, ...	1	1865,	56	8	..	64	69	50	39	..	7	5	44	8	1 ana.	...	.	.	..	
Do. do. do., ...	Amritsar, ...	4		457	4	56	517	501	377	141	..	..	...	167	517	Do.,	...			.	
Do. do. do., ...	Lahore, ..	15	1863,	664	359	...	1,023	992	832	1,017	.	..	438	573	289	6 pies.	1,320	.	.	...	
Anglo Ver. School (Cantonments,	Mian Mir, ...	1	10 May '65	61	31	4	96	92	75	71	..	.	18	55	19	2 to ½ a.	840	..		..	
Ver. Lectures Anjuman-i-Panjab,	Lahore, ...	1	May '66	20	52	...	72	238	65	...	.	...	10	62	...	...	×774	6	11	...	
Church Mission School,	Dharmsala, ...	1	1864,	49	4	3	56	57	37	48	...	..	25	31	...	2 to 1 a.	180	.		..	
	TOTAL, ..	26		1,427	570	63	2,060	2,174	1,612	1,338	.	7	602	1,1 64	833		3,114	6	11	63	8
RAWAL PINDI CIRCLE.																					
Mission Branch Schools, ..	Rawal Pindi,	1	1863,	27	13	...	40	46	13	7	...	..	25	25	8	1 to ½ a.	..			...	
Do. do. do., ...	Syalkot, ..	1	Dec 1867	16	70	7	93	54		...	.	.	22	71	...	2 to ½ ".	...	..		...	
Do. do. do, ...	Jhelam, ...	1	4th Nov '64	44	11	...	55	53	46	7	.	...	28	28	27	1 to ½ a	...	...		..	
	TOTAL, ...	3		87	94	7	188	153	59	14	.	.	75	124	35		...			...	
FRONTIER CIRCLE.																					
Mission Branch Schools, ...	Peshawar, ...	4	Feb. 1865	127	68	...	195	184	103	37	...	...	70	106	20	1 ana.	...	.	.	...	
Vernacular Schools, ...	D. G. K. Dist.	38	1866-67	364	815	3	1,182	1,004	824	22		..	315	1,182	...	...	2,887	8		...	
Regl. School Corps of Guides,...	Murdan, ...	1	Octr. '66	11	28	..	39	10	10	18	...	...	21	...	...	5 rs to 4 a	240	.		...	
	TOTAL, ...	43		502	911	3	1,416	1,198	937	77	...	...	406	1,288	20		3,127	8		...	
GRAND	TOTAL, ...	93		2,786	1,770	88	4,644	4,501	3,360	1,802	...	7	1,248	3,108	1,323		8,221	14	11	591	3

VI. A.

GENERAL EDUCATION.

open to Government Inspection for 1867-68.

14	15	16	17	18	19	20	21	22	23	24	25	26	
RECEIPTS.						CHARGES.					Annual cost of educating each pupil.		
Subscriptions, Donations, &c.	Local rate of assessment.	Fees, Fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges	Excess of charges over receipts.	Total cost.	Cost to Government.	
...	...	127 10 9	...	1,500 ...	2,467 10 9	1,920 ...	...	1,920 ...	547 10 9	...	21 9 2	9 7 ...	
...	...	56 7 6	...	219 2 6	275 10 ...	869 7 ...	5 10 ...	875 1	...	599 7 ...	4 8 11	...	
...	...	17 8 ...	...	129 10 3	147 2 3	385 4 ...	2 2 3	387 6 3	...	240 4 ...	5 1 10	...	
246	...	...	...	60	606	604 8 ...	1 8 ...	606	...	...	4 8 10	2 4	
213 11	...	33 8 6	...	...	846 9 5	846 9 5	...	846 9 5	...	...	3 ... 8	1 1 3	
116	...	75 10 ...	...	42	423 10 ...	412 ...	8 1 10	420 1 10	3 8 2	...	6 11 2	2 15 2	
...	...	...	...	988 12 ...	1,506 12 ...	1,480 ...	86 12 ...	1,566 12	...	...	10 7 1	2 6 5	
575 11	...	310 12 9	...	2,939 8 9	6,333 6 5	6,517 12 5	104 2 1	6,621 14 6	531 2 11	839 11 ...	6 12 7	2 ... 6	
...	...	63 5	...	147 8	274 ...	363 ...	4 8 ...	367 8 ...	...	93 8	1 10 1	...	
...	...	11 3 6	...	...	11 3 6	399 ...	...	399 ...	...	387 12 6	5 12 6	...	
1,397 8 3	...	128 7 6	...	...	1,525 15 9	1,497 15 9	28	1,525 15 9	...	...	3 0 8	...	
2,256 11 8	...	282 15 3	...	...	3,850 10 11	3,635 4 6	224 6 5	3,859 10 11	...	...	3 11 3	1 5 3	
809 1 9	...	62 15 6	...	...	1,712 1 3	1,544 2 4	174 11 ...	1,718 13 1	...	6 12 1	18 10 11	9 2 1	
1,005	...	...	...	...	1,779 6 11	982 7 3	516 4 1	1,498 11 4	280 11 7	...	6 4 9	3 4	
180	...	35 5 ...	...	11 9 6	406 14 6	435 8 ...	18 8 ...	454 ...	...	47 1 6	7 15 3	3 2 6	×Includes Rs. 24 2-9 for arrears of '66-67.
5,648 5 8	...	584 3 9	...	159 1 6	9,569 4 10	8,857 5 10	966 5 0	9,823 11 4	280 11 7	535 2 1	4 8 3	1 6 11	
190 13 8	...	19 7 9	...	...	210 5 5	386 11 5	3 10 ...	390 5 5	...	180 ...	8 7 9	...	
45 7 3	...	1 13 9	...	...	47 5 ...	40 12 ...	6 9 ...	47 5 ...	...	...	14 ...	...	
...	...	3 8 ...	...	...	3 8 ...	266 4 3	1 8 ...	267 12 3	...	264 4 3	5 ... 10	...	
236 4 11	...	24 13 6	...	...	261 2 5	693 11 8	11 11 ...	705 6 8	...	444 4 3	4 9 9	...	
1,159	...	46	...	41	1,248 ...	1,359 ...	70 ...	1,429 ...	...	183 ...	7 12 3	...	
820	5,164 8 ...	...	...	1,476	10,348 ...	5,582 7 8	c 4,765 8 4	10,348 ...	...	...	7 1 8	2 14 ...	c Includes 3215-13 for repairs to schools, purchase of books, &c.
...	...	228	...	...	468 ...	280 ...	176 11 11	456 11 11	11 4 1	...	15 10 9	22 12 0	
1,979	5,164 8 ...	274 ...	...	1,517 ...	12,062 ...	7,221 7 8	5,012 4 3	12,233 11 11	11 4 1	183 ...	10 3 5	2 9 7	
8,438 11 6	5,164 8 ...	1,193 14 ...		4,615 10 3	28,225 13 8	23,290 5 7	6,094 6 10	29,384 12 5	843 2 7	2,002 1 4	6 8 5	1 13 2	Rs. 12 to be refunded.

Memo.

Total charges, ... 29,384 12 5

Deduct:

Government Grant from Imperial Revenue, 8,221 14 11

Ditto Educational Fund, 5,164 8 0 = 13,386 6 11

Expenditure from Private sources, 15,998 5 6

No.

INSTITUTIONS FOR

PRIVATE Female Schools open to

1	2		3	4	5	6	7	8	9	10	10 A	10 B	10 C	10 D	10 E	11	12
				Number of pupils on the Rolls at the close of the year.						No. of pupils studying each language at the close of the year.							
NAME OF INSTITUTION.	Locality.	No. of Schools.	When Established.	Hindus.	Muhammadans.	Others.	TOTAL.	Average No. of pupils on the Rolls monthly.	Average daily attendance.	English.	Arabic.	Sanscrit.	Persian.	Urdu.	Hindi or Gurmukhi.	Monthly rate of Schooling Fee.	From Government.
AMBALA CIRCLE.																	
Mission Female Schools, ...	Delhi, ...	2	1860,	...	59	...	59	52	42	..	...	...	...	59	...	...	420
Do. Zanana Do., ...	Ditto, ...	1	1867-68,	27	33	...	60	60	60	...	...	...	...	33	Bengali 27	...	360
Female Schools, ...	Hissar and Bhiwani,	4	1865,	18	26	...	44	46	37	...	...	...	...	25	19	..	264
Ditto, ...	Sarsah, ...	3	1867-68,	88	16	...	104	50	42	..	...	...	...	16	88	...	122
Mission Female School, (Orphan,) ...	Ludhiana, ...	1	1836,	...	...	42	42	43	43	28	...	.	...	41	7	...	612
Do. Do.	Sabathu, ...	1	1862,	11	6	...	17	14	12	...	..	.	Roman Urdu 4	6	11	.	160
Panjab Girls' School, ...	Simla, ..	1	1st Jan. 1860,	...	...	22	22	26	26	22	..	..	...	French 4	...	10 Rs	2,070
Church Mission School, ...	Kotgarh, ...	1	1844,	12	...	2	14	14	12	...	...	...	...	...	14	...	4,900 120
TOTAL, ...	...	14	...	156	140	66	362	305	274	50	...	...	4	184	166	..	9,050
LAHORE CIRCLE.																	
Hindu Female Schools, ...	Jalandhar, ...	42	May 1864,	830	...	35	865	850	847	...	...	...	...	...	865	..	1,033
Mission Female School, ...	Kangra, ...	1	1860,	29	...	6	35	34	26	6	..	.	...	35	...	...	180
District Female Schools, ...	Kangra, ...	50	June 1865,	734	80	...	814	760	760	.	...	..	35	80	734	...	1,40
Female Mission Orphanage, ...	Amritsar, ...	1	1854,	...	...	34	34	34	34	34	...	..	...	34	...	...	720
Lady Lawrence Girls' Schools, ...	Ditto, ...	8	1854,	153	49	..	202	139	126	..	..	..	...	49	153	...	672
Female Schools, (City,)	Ditto, ...	113	Mar. 1863,	1,998	840	..	2,838	2,838	2,259	...	200	35	217	423	1,963	...	7,560
Do., (Do.,)	Lahore, ...	7	April 1863,	48	90	..	138	932	924	...	...	.	...	90	48	..	4,556
Mission Christian Girls' School, ...	Ditto, ...	1	1864,	...	...	40	40	34	28	40	..		...	15	...	1 to 2 Rs	4,320
School for Girls of European parentage, ...	Ditto, ...	1	1857-58,	...	...	34	34	31	30	34	...	...	...	...	...	4 Rs.	840
Mission Female Schools, ...	Mooltan, ...	4	1865,	...	77	..	77	82	76	..	...	.	...	77	...	...	306
Female Schools, ...	Ferozepur, ...	5	1864-65,	21	103	...	124	131	89	...	103	...	...	...	21		210
TOTAL, ...	...	233	...	3,813	1,239	149	5,201	5,065	5,199	114	303	35	252	803	3,784	...	21,881
RAWAL PINDI CIRCLE.																	
Mission Female School, ...	Rawal Pindi,	1	1863,	81	...	...	81	68	64	.	...	...	...	...	81	...	96
Bedi Khem Sing's Schools, ...	Ditto, ...	72	1863 to 1864,	Statement returned for correction.				...	...	...	...	..	...	...	...	.	3,564
Murree cum Pindi School for European children of both sexes, ...	Murree and Rawal Pini,	1	May 1860,	...	...	21	21	31	30	21	..	...	...	...	...	12 to 8 Rs.	2,400 1,307
Bedi Khem Sing's Schools, ...	Jhelam, ..	36	1863 to 1864,	1,028	98	...	1,126	1,012	1,012	...	.	.	...	98	1,028	..	1,578
Female Schools, ...	Gujranwala,	9	Jany. 1865,	82	105	19	206	213	165	...	105	...	..	105	101	...	383
Ditto, ...	Syalkot, ...	141	July 1865,	711	2,015	115	2,841	2,842	2,281	.	390	456	70	1,577	318	..	4,992
TOTAL, ...	...	260	...	1,902	2,218	155	4,275	4,166	3,552	21	495	466	70	1,780	1,528	.	14,330
FRONTIER CIRCLE.																	
None, ...	...	.	...	..	...	...	...	...	...	..	...	..	...	..	..	...	
GRAND TOTAL, ..	...	507	...	5,871	3,597	360	9,838	10,436	9,952	185	798	521	326	2,707	5,478	..	45,262

a.—Rupees 3,900 building grant and Rupees 10,579-7-0 the total expenditure on account of building

1. B.

ENERAL EDUCATION.

overnment Inspection for 1867-68.

13	14	15	16	17	18	19	20	21	22	23	24	25	26	
CEIPTS.							CHARGES.					Annual cost of educating each pupil.		
Proceeds of Endowment.	Subscriptions, Donations, &c.	Local rate of assessment.	Fees, Fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	
...	...	...	...	...	480	900	871 7 6	35 15 6	907 7	...	7 7	17 7 2	8 1 3	
...	...	...	...	...	851 4	1,211 4	1,090 5 3	...	1,090 5 3	...	...	18 4 4	6	
...	282 5	...	...	...	...	547 4	497 14	30 6	528 4	19	...	11 7 9	5 11 10	13 as. to be refunded.
...	122 8	...	...	...	...	245	240	...	215	...	...	4 14 5	2 7 2	
9,0	...	...	...	...	...	1,512	1,363 11 3	15 14	1,381 9 3	130 6 9	...	32 2 1	14 3 8	
180	...	...	...	...	...	800	328 7	31 9	300	...	...	25 11 5	12 13 8	
...	650	...	3,24	...	...	5,960 14 5	5,318 15 6	...	5,318 15 6	641 14 11	...	204 0 2	70 10 4	
for Endowment and Building Funds.														
60	...	...	...	...	60	240	240	...	240	...	...	17 2 3	8 9 1	
3,140	1,954 13	...	8,240	...	1,391 4	10,976 6 5	9,963 12 6	113 12 6	10,077 9	906 4 9	7 7	36 12 5	15 2 4	
...	1,033 12	...	...	...	...	2,067 8	2,057 8	10	2,067 8	...	...	2 6 11	1 3 5	
...	180	...	...	...	...	360	390	26 12	416 12	...	56 12	12 4 1	5 4 8	
...	747 8	...	...	...	745	2,982 8	2,987	...	2,985	...	2 8	3 14 10	1 15 4	
...	808 5	...	...	...	...	1,523 5	1,483 5	40	1,523 5	...	...	44 12 10	21 2 10	
611	174	...	...	...	5	1,462	1,326 8	135 13	1,462	...	...	10 8 3	4 13 4	
1,200	3,194 3	...	...	...	122	12,076 9	11,368 4	579 12 6	11,948 6	127 15 9	...	4 3 4	2 10 7	
...	2,422 12 8	...	19	...	...	6,997 12 10	5,774 15	171 4	5,946 3	1,051 9 10	...	6 6 1	4 14 3	
...	6,403	...	200 8	...	8 0	10,991 14	874 14	10,675 5 6	11,550 3 6	...	558 5 6	a34 10 8	a15	
...	...	...	848	...	...	1,688	1,596	254 11	1,850 14	...	162 14	59 11 3	21 1 6	
...	985 10 9	...	...	...	...	685 10 9	661 14	23 12 9	685 10 9	...	...	8 5 8	3 10 6	
...	210	...	...	...	...	42	420	...	420	...	...	3 3 3	1 9 8	
1,811	15,814 8	...	1,067 8 2	...	860 6	41,254 10 10	28,037 15	11,9.7 9 9	40,855 8 9	1,179 9 7	780 7 6	5 13 2	3 6 11	
...	236 12 9	...	...	...	...	382 12 6	319 8	63 4 9	382 12 9	...	...	5 10 1	1 6 7	
104 4	524 8	...	2,078 8	...	...	6,007 4	5,660	145 6 8	5,805 14 8	201 6 4	...	187 4 7	77 6 8	
or Endowment and Building Funds														
...	540	...	...	...	...	2,124	2,124	...	2,124	...	...	2 1 6	1 8 11	Rs. 2-8 to be refunded.
...	300 13 4	...	...	...	...	784 2 8	784 2 8	...	781 2 8	...	...	4 12	2 5 10	Rs 15-10-11 refunded.
...	5,502 15 6	...	17	...	98 6	10,610 5 6	8,981 0 11	970 15 3	9,952 10 2	657 11 4	...	3 8	1 12	
104 4	7,251 1 7	...	2,995 8	...	98 6	19,908 8 11	17,869 13 7	1,170 10 8	19,019 8 3	889 8	...	5 5 9	2 10 0	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3,055 4	2,3919 15 3	...	7,303 0 2	...	2,370	72,139 10 2	56,771 9 1	13,211 0 11	69,982 10 0	2,935 6	787 11 0	6 8 11	3 14 8	

have been omitted in calculating these costs.

Memo.

Total charges, ...			69,982 10 0
Deduct:			
Government Grant,		45,202 6 9	
Minus Grant to Panjab Girl's School Endowment and Building Funds	4,900		
Grant to Bedi School Rawal Pindi District, account not received	3,564	9,771 0 0	35,431 6 9
Grant to Rawal Pindi cum Murree School Endowment and Building Funds, ...	1,307		
			34,491 3 3

No.

INSTITUTIONS FOR

PRIVATE Schools of the Lower Class

1	2	3	4	5	6	7	8	9	10	10A.	12.B	10C.	10D.	11	12	13
NAMES OF DISTRICTS.	No. of Schools.	When Established.	No. of pupils on the Rolls at the close of the year. Hindus.	Mahomedans.	Others.	TOTAL.	Average No. of pupils on the Rolls monthly.	Average daily attendance.	No. of pupils studying each language at the close of the year. Persian.	Urdu.	Nagri.	Sanscrit.	Miscellaneous.	Monthly rate of Schooling Fee.	From Government.	Local rate of assessment.
AMBALA CIRCLE.																
Delhi, ... Schools brought under inspection,	23	...	774	202	21	997	...	712	185	738	260	2	12	Various,	1,962	
Other Schools,	53	...	...	...	...	...	...	834	140	243	84	62	582	Do.	..	..
Karnal, ... Schools brought under inspection,	2	...	80	16	...	96	...	78	12	31	65	..	...	2 as 4 as	46	8
Other Schools,	48	...	...	...	...	...	...	719	147	..	197	177	198	Various,	...	...
Gurgaon, Schools brought under inspection,	...		...	...	...	...	...	...	...	..	..	...	...	...	...	...
Other Schools,	57	..	...	...	...	...	...	461	190	...	120	5	146	...	...	...
Rohtak, ... Schools brought under inspection,	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Other Schools,	49	...	...	...	...	...	...	612	196	6	222	78	152	...	...	...
Hissar, ... Schools brought under inspection,	...	...	...	...	...	...	...	...	..	...		..	...	...	...	...
Other Schools,	25	...	..	...	...	...	..	895	53	...	4	187	555	...	...	...
Sarsah, ... Schools brought under inspection,	...	...	..	...	...	...	...	...	...	...	..	..	...	..		...
Other Schools,	26	...	...	...	...	...	...	269	15	...	...	...	304	Various,	...	...
Ambala, ... Schools brought under inspection,	...	...	...	...	...	...	...		...							
Other Schools,	103	..	..	...	...	..	...	1,467	67	55	46	330	1,039	..	...	...
Ludiana, ... Schools brought under inspection,	...	...	...	...	...	...	..	...	...	...	..	...	...	...	...	...
Other Schools,	96	...	...	...	...	...	..	1,115	78	26	31	125	647	...	...	..
Simla, ... Schools brought under inspection,	...	..	...	...	...	...	...	...	...	...	...	...	..	...	...	...
Other Schools,	...	...	...	...	...	...	...		...	...	...		...	...	...	..
TOTAL, ... Schools brought under inspection,	25	...	854	218	21	1,093	...	790	197	769	325	2	12	...	2,008	8
Other Schools,	457	...	...	...	...	..	...	6,372	886	330	704	864	3,623	...	...	
LAHORE CIRCLE.																
Jalandhar, Schools brought under inspection,	1	...	9	75	1	85	.	85	45	40	..	.	...	...	120	...
Other Schools,	258	..	...	...	...	...	...	2,374	567	37	63	184	2,523	...	...	...
Amritsar, Schools brought under inspection,	1	...	44	48	8	100	...	100	30	70	.					
Other Schools.	252	...	...	...	...	...	...	1,451	41	139	601	1,520	...	...	110	...
Lahore, ... Schools brought under inspection,(a)	4	...	...	...	...	...	...	...	...	...	..	..	...	...	310	...
Other Schools,	222	...	...	...	...	...	.	2,186	475	33	81	59	1,841	...	...	...
Hushyarpur, ... Schools brought under inspection,	...	...	..	...	...	...	..	...	...	...	...	...		...	...	
Other Sources,	236	...	...	...	...	...	...	3,299	982	405	260	...	1,952	...	...	...
Gurdaspur, Schools brought under inspection,	...	...	...	...	...	...	...	...	.	..	...	...	..	...	...	
Other Schools,	90	...	...	...	...	...	...	807	351	38	...	27	391	...	...	.
Ferozpur, Schools brought under inspection,	...	..	...	...	...	...	...	...	...	..	...	..	...	...	...	...
Other Schools,	150	...	...	...	...	...	...	1,136	117	200	52	752	..	...	...	.
Mooltan, ... Schools brought under inspection,	1	...	8	...	...	8	.	8	..	...	8	8	...	...	48	14
Other Schools,	102	...	..	...	...	...	...	1,137	256	5	70	87	719	...	...	...
Montgomery, Schools brought under inspection,	...	...	...	...	...	...	.	...	...	...	..	.	.	...	...	.
Other Schools,	26	...	...	...	...	...	.	750	51	19	...	19	661	...	...	..
Kangra, ... Schools brought under inspection,	1	...	41	...	..	41	..	41	25	...	3	...	13	...	300	..
Other Schools,	21	..	...	...	...	...	.	259	86	24	139	...	10	..	...	.
TOTAL, ... Schools brought under inspection,	8	...	102	123	9	234	.	231	100	110	11	8	13	...	888	14
Other Schools,	1,357	...	...	..	...	...	..	13,399	2,926	609	1,266	2,648	8,097	...	...	...

(a) No details of students &c., have been received, from the President of Society for the Diffusion of Useful Knowledge.

VI C.

GENERAL EDUCATION.

(Indigenous Schools) for 1867-68.

14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.						CHARGES.					Annual cost of education each pupil.	
Proceeds of Endowment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
...	1,593 13 9	375 13 6	7 9	1,450	5,389 4 3	5 523 8 3	455 12 3	5 979 4 6		590 3	8 6 4	2 12 1
...	...	1,816 2 6	...	250	2,096 2 6	2,096 2 6	...	2,096 2 6	...		2 8 2	
...	46 8	3	...	...	96	96	...	96			1 3 9	0 6
...	...	928	...	388	1,316	1,316	...	1,316			1 13	
...	...	...	...	...	...	...	...	...				
...	1,983 8	...	...	199	2,182 8	2,182 8	...	2,182 8			4 11 9	
...	...	...	...	...	...	...	...	...				
61	258 4	1,131	...	87	1,537 4	1,537 4	...	1,537 4			2 8 3	
...	...	...	...	...	...	...	...	...				
...	689	392 8	...	900	1,981 8	1,981 8	...	1,981 8			2 3 6	
...	...	...	...	...	...	...	...	...				
...	524	...	...	...	524	524	...	524			1 15 2	
...	...	...	...	...	...	...	...	...				
770 10 8	840	6 3	...	10	1,626 13 8	1,626 13 8	...	1,626 13 8			1 1 9	
...	...	...	...	...	...	...	...	...				
916	...	24	...	8	948	948	...	948			13 6	
...	...	...	...	...	...	...	...	...				
...	1,640 5 9	378 13 6	7 9	1,450	5,485 4 3	5,619 8 3	455 12 3	6,075 4 6		590 3	7 11	2 8 8
1,747 10 8	4,294 12	4,327 13 6	...	1,842	12,212 4 2	12,212 4 2	...	12,212 4 2			1 14 7	
...	...	...	...	...	120	120	...	120			1 6 7	1 6 7
...	4,823 8	...	...	...	4,823 8	4,823 8	...	4,823 8			2 0 6	
...	...	...	...	...	110	110	...	110			1 1 7	1 1 7
...	3,676	...	...	...	3,676	3,676	...	3,676			2 8 6	
...	...	...	...	...	...	...	...	...				
233 8	1,095 7	650	...	709	2,687 15	...	...	2,687 15			1 3 8	
...	...	...	...	...	...	...	...	...				
415	2,964	...	...	498	3,877	3,877	...	3,877			1 3 8	
...	...	...	...	...	...	...	...	...				
(b)	135 11	96	...	75	306 11	306 11	...	306 11			6	
...	...	...	...	...	...	...	...	...				
190	380	64	...	24	658	658	...	658			9 3	
...	...	...	...	...	48 14 2	48 14 2	...	48 14 2			6 1 7	
...	1,356	...	...	432	1,788	1,788	...	1,788			1 9 9	
...	...	...	...	...	...	...	...	...				
...	31 12	...	...	151	182 12	182 12	...	182 12			3 11	
778 8	...	...	...	...	1 078 8	1,078 8	...	1,078 8			26 1 8	7 7 6
(c)	487	...	...	...	487	487	...	487			1 14 1	
778 8	...	...	...	...	1,357 6 2	1,357 6 2	...	1,357 6 2			5 12 11	3 12 8
838 8	14,949 6	810	...	1,889	18,486 14	18,486 14	...	18,486 14			1 6	

(b) 116 maunds of wheat and 2 ghumas of land. (c.) 441 maunds of wheat.

No.

INSTITUTIONS FOR

PRIVATE Schools of the Lower Class

1	2	3	4	5	6	7	8	9	10	10A.	10B.	10C.	10D.	11	12			13
			No. of pupils on the Roll's at the close of the year.						No. of pupils studying each language at the close of the year.									
NAMES OF DISTRICTS.	No. of Schools.	When established.	Hindu.	Mahomedans.	Others.	TOTAL.	Average No. of pupils on the Rolls monthly	Average daily attendance.	Persian.	Urdu.	Nagri.	Sanscrit	Miscellaneous.	Monthly rate of Schooling Fee.	From Government.			Local rate of assessment.
RAWAL PINDI CIRCLE.																		
R. Pindi, ... Schools brought under inspection,	7	...	...	...	..	140	..	140	140	.	...	...	.	...	144			.
R. Pindi, ... Other Schools,	505	...	...	...	...	...	...	5,776	942	38	25	65	4,706	...	.			
Jhelam, ... Schools brought under inspection,	14	..	...	...	.	195	...	195	135	120	140	.	..	...	178	13	9	
Jhelam, ... Other Schools,	665	...	...	..	...	.	..	7,006	300	2	1,200		6,504	...	.			..
Gujarat, ... Schools brought under inspection,	6	...	...	...	...	165	..	165	165	23	.	..	52	...	180			..
Gujarat, ... Other Schools.	391	..	..	..	...	...	...	3,806	400	13	...	58	3,448	...	...	...	.	2,807 3
Shahpur, ... Schools brought under inspection,	...	.	...	...	...	...	..	.	..		.	...	..	...	96	3		...
Shahpur, ... Other Schools,	208	..	...	...	...	...	..	3,251	327	10	28	22	2,864	...	...		.	8,082
Gujaranwala, ... Schools brought under inspection,	..	...	.	.	...	...	...	...	.	...	..	..	...	...	..			
Gujaranwala, ... Other Schools,	191	...	..	...	...	...		1,748	597	3	137	...	1,000	...	...		..	613
Sealkot, ... Schools brought under inspection,	2	..	...	...	..	133	...	133	133	.	...	...	...	...	90	..		...
Sealkot, ... Other Schools,	325	...	..	...	.	..	..	3,319	944	80	100	77	2,120	...	...		.	.
Jhang, ... Schools brought under inspection,	5	...	...	...	...	49	...	49	...	...	...	...	...	...	9	1	9	..
Jhang, ... Other Schools.	227		..	...	...	...	...	2,270	77	...	80	...	2,162	...	...		.	1 801
TOTAL, ... Schools brought under inspection,	34	...	...	...	...	68	...	682	573	143	140	...	52	...	699	2	6	.
TOTAL, ... Other Schools,	2,512	...	...	...	...	...	..	27,176	3,587	146	1,570	222	22,804	...	...	.	..	13,393 3
FRONTIER CIRCLE.																		
Kohat, ... Schools brought under inspection,	...	.	..	...	...	...	..	...	...	...	...	...	...	...	...	..	.	...
Kohat, ... Other Schools,	31	...	...	...	...	...		433	169	3	...	30	231	...	...	.	...	...
D. I. Khan, Schools brought under inspection,	...	...	...	..	...	..	...	...	..	...	...	..	...	...	...	.	.	...
D. I. Khan, Other Schools,	33	.	...	...	..	..	...	968	677	362	116	...	...	...	.	.	.	..
Muzaffargarh, ... Schools brought under inspection,	...	...	.	...	...	...	..	...	...	...	...	.	...	...	...	...		.
Muzaffargarh, ... Other Schools,	105	...	.	...	...	...	..	660	206	.	34	113	307	...	...	..	.	...
Hazara, ... Schools brought under inspection,	...	..	...	..	...	...	..	...	...	...	...	..	..	...	...	...	...	...
Hazara, ... Other Schools,	393	..	...	...	...	...	...	3,294	23	45	228	48	2,355	...	...	...	...	...
Peshawar, Schools under inspection,	...		..	..	...	...	...	...	..	..	...	...	...	...	...	...	.	...
Peshawar, Other Schools,	...	..	...	...	...	...	..	...	..	...	...	...	...	...	.	...	..	...
D. G. Khan, Schools brought under inspection, Other Schools,																		
Bannu, ... Schools brought under inspection, Other Schools,													Returns not received.					
TOTAL, .. Schools brought under inspection,	...	..	.	...	...	...	...	..	..	...	.	..	...	...	...	..	..	...
TOTAL, .. Other Schools,	562	...	...	...	...	...	...	5,355	1,675	410	367	191	2,893	...	...	.		...
G. TOTAL Schools brought under inspection,	67	...	956	341	30	1,909	...	1,706	870	1,022	476	10	77	...	3,596	8	8	.
G. TOTAL Other Schools,	4,888	..	..	...	...	...	...	46,947	9,074	1,495	3,907	3,925	37,417	...	.		.	13,393 3
GRAND TOTAL OF ALL SCHOOLS, ...	4,955	...	956	341	30	1,909	...	48,653	9,944	2,517	4,383	3,935	37,494	...	3,596	8	8	13,393 3

VI C—*Concluded*

GENERAL EDUCATION.

(Indigenous Schools) for 1867-68.

14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS						CHARGES					Annual cost of education each pupil	
Proceeds of Endowment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of Books	Other Sources	TOTAL.	Current	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts	Total cost.	Cost to Government.
.	.	...	. .	...	144	144		144	. .	.. . ...	1 5	1 5
	1,548 .	..	. .	...	1,548	1,548	..	1,548		..	... 4 3	
.		.	. .		179 13 9	170 18 9	.. .	179 13 9		...	.. 14 9	14 9
	2,300	.		9,000 .	32,000	32,000	.. .	32 000		.	4 9	
.	207	..	.		477	477	.	477	..	...	2 14 3	1 1 3
	6,491 5	.	.	.. .	9 298 8	9,298 8	..	9 298 8		..	2 7 4	
		...	.	. .			.. .			. ..		.. .
.	4,151	..		..	12,233	12,233	.. .	12,233	...	..	3 12 2	.
..			...	... .			... .		..	..	..	.
.	1 604			. . .	2,217	2,217	...	2,217		.	... .	...
..		.		. .	90	90		90	..		. 10 10	10 10
.	2,590	68		312 .	2,970	2,970	...	2,970	.. .	..	14 3	.
			. .		9 1 9	9 1 9	.	9 1 9	..	... .	3	3
	3 473	114		.	5,478	5,478	..	5,478	.	.	2 6 7	
.	297		..		899 15 6	899 15 6	.. .	899 15 6	.. .	...	1 5 1	1 0 5
..	42,857 5	182	.	.. 9,312	65,744 8	65 744 8		65 744 8		...	2 6 8	
.							..		..	.		..
270	407		.	70	747	747	.	747	.. ..	.	1 11 7	. .
				.			.	..		..		
				. .	.		...	. .	..	...	..	
70	.	..		... . .	70	70	..	70	.. ..	. .	..	
	.									.		1 8
80	.	..		. .	30	30		30		..	..	
	.	..								...	.. . 1	
.	.			..	..		.		...	. .	.	
				. .	.	...				.	.	.
370	407 ..			... 70 .	847 .	847	. .	847	...	.	. . 2	.
78	1 937 5 9	378 13 6	7 9	1,450	7 742 9 11	7 876 13 11	455 12 3	8,332 10 2	.	590 1 1	4 8 7	2 1 1
956 2 8	62 5 8 7	5 319 13 6		13,113	97,290 10 2	97..90 10 2		97,290 10 2		.	2 1 10	.
735 10 8	64,444 12 9	5,698 11	7 9	14 563	1,05,033 4 1	1,05 033 4 1	455 12 3	1,05,088 4 1	.	590 8	2 8	1

No.

GOVERNMENT INSTITUTIONS FOR

(Including Normal

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	11	12			13			14		
Name of Institution.	LOCALITY.	When established.	No. of pupils on the rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	No. of pupils studying each language at the close of the year.				Monthly rate of Schooling Fee.	From Government.			Local rate of assessment.			Proceeds of Endowment.		
			Hindus.	Muhammadans.	Others.	TOTAL.			English.	Persian.	Urdu.	Hindi.										
Normal Schools.	AMBALA CIRCLE.																					
	1 Delhi, ..	17th Apl. 1859,	44	29	...	73	65	56	24	73	73	14	...	a6,343	12	...	5,337	10	9	...	...	
	2 Rohtak, ...	2nd July 1866,	4	...	...	4	3	3	...	4	4	...	...	...	...	...	125	...	...	...	...	
	3 Jagadhari, ...	12th June 1866,	...	4	...	4	5	5	...	4	4	...	...	...	...		334	12	.	...	...	
			48	33	...	81	73	64	24	81	81	14	...	6,343	12	...	5,797	6	9	...	...	
	LAHORE CIRCLE.																					
	1 Lahore, ...	27th May 1856,	28	64	15	107	105	83	107	107	107	...	...	8,447	12	...	6,472	10	4	...		
	2 Multan, ...	1st July 1859,	1	8	...	9	10	9	...	9	9	...	...	72	5	10	848	9	7	...		
	3 Hoshiarpur, ...	1st July 1859,	5	1	...	6	3	4	5	6	1	...	...	11	11	...	463	4	1	...	.	
		TOTAL, ...	34	73	15	122	118	96	112	122	117	...	...	8,531	12	10	7,784	8	..	...	...	
	RAWAL PINDI CIRCLE.																					
	1 Rawal Pindi, ...	10th Nov. 1857,	14	25	3	42	40	36	...	42	42	...	...	2,349	15	9	1,806	9	1	..	...	
	FRONTIER CIRCLE.																					
	1 Dera Ismail Khan, ...	1st Jany. 1860,	1	12	...	13	12	12	...	13	13	...	...	1,124	...	7	1,174	11	9	...		
	2 Peshawar, ...	22nd June 1860,	...	13	...	13	12	9	...	13	13	...	...	663	13	6	1,101	7	8	.		
		TOTAL, ...	1	25	...	26	24	21	...	26	26	...	...	1,787	14	1	2,276	3	5	...	.	
	9 GRAND	TOTAL, ...	97	156	18	271	255	217	136	271	266	14	...	19,013	6	8	17,664	11	3	...	.	

a. Should be Rs 6,643-12-0.

VII.

SPECIAL OR PROFESSIONAL EDUCATION.

Schools) for 1867-68.

15	16	17	18	19	20	21	22	23	24	25	26	
CEIPTS.					CHARGES.					Annual cost of educating each pupils		
Subscriptions, donations, &c	Fees, Fines, &c.	Sail of Books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	
... ...	10 5 6	... ...	... ...	11,691 12 3	11,544 6 9	147 5 6	11,691 12 3	... ...	... ...	179 14 .	97 9 6	These are branches No. regular teacher are entertained masters of Z. S. instruct students.
... ...	... ...	... ...	... ...	125	125	... ...	125	... ...	... ...	41 10 8	... .	
... ...	... ...	... ...	... ...	334 12 ...	334 12 ...	... ...	334 12 .	... ...	... ...	66 15 2	... .	
... ...	10 5 6	... ...	... ...	12,151 8 3	12,004 2 9	147 5 6	12,151 8 3	... ...	... ...	166 7 4	86 14 5	
... ...	... ...	... ...	... ...	14,920 6 4	14,617 10 4	302 12 ...	14,920 6 4	... ..	... ...	142 1 7	80 7 3	
... ...	... 9 ...	... ...	... ...	921 8 5	848 9 7	72 14 10	921 8 5	... ...	... ...	92 2 5	7 3 9	
.. ...	... ...	... . .	... ...	474 15 1	463 4 1	11 11 ...	474 15 1	... ...	... ...	158 5 ...	3 14 4	
... ..	... 9 .	... ...	... ...	16,316 13 10	15,929 8 ...	387 5 10	16,316 13 10	... ...	... ...	138 4 5	72 4 10	
... ...	... ..	... ...	... ...	4,156 8 10	3,875 9 1	280 15 9	4,156 8 10	... ...	... ...	103 14 7	53 12 ...	
... ...	1 ...	... ...	... ...	2,299 12 4	2,252 12 4	47	2,299 12 4	... ...	... ...	191 10 4	93 10 9	
... ...	4 ...	... ...	... ...	1,769 5 2	1,712 15 8	56 5 6	1,769 5 2	... ...	... ...	147 7 1	55 5 2	
... ...	5 ...	... ...	... ...	4,069 1 6	3,965 12 ...	103 5 6	4,069 1 6	... ...	... ...	179 8 8	74 7 11	
... ...	15 14 6	... ...	... ...	36,694 ... 5	35,774 15 10	919 ... 7	36,694 ... 5	... ...	... ...	143 14 4	74 9 ...	

No.

PRIVATE INSTITUTIONS FOR SPECIAL

Including Normal

1		2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	10E	11
	NAME OF INSTITUTION.	LOCALITY.	When established.	No. of pupils on the rolls at the close of the year.				Average No. of pupils on the rolls monthly	Average daily attendance.	No of pupils studying each language at the close of the year.						Monthly rate of Schooling fee
				Hindus.	Muhammadans.	Others.	TOTAL.			English.	Arabic.	Sanscrit.	Persian.	Urdu.	Hindi or Gurmukhi.	
	AMBALA CIRCLE.															
1	Society P. G. Mission Female Normal School, ...	Delhi, ...	1st Octr. '63,	42	17	...	59	57	52	...	...	...	...	17	42	...
	LAHORE CIRCLE.															
1	Female Normal School, ...	Lahore, ...	Jany. 1865,	30	24	...	54	35	34	...	...	...	...	24	30	...
2	Do. Do., ...	Amritsar, ...	1st May '65,	14	2	...	16	16	14	...	.	...	...	22	14	...
3	Christian Vernacular Education Society Normal School, ...	Amritsar, ...	16th June '65,	8	4	3	15	14	11	4	4	...	15	15	..	...
			TOTAL, ...	52	30	3	85	65	59	4	4	...	15	41	44	...
4		GRAND	TOTAL, ..	94	47	3	144	122	111	4	4	..	15	58	46	..

(a)—Rs. 95-0-4 excess of Government grant paid during the year.

VIII.

OR PROFESSIONAL EDUCATION.

Schools for 1867-68.

12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.								CHARGES.					Annual cost of educating each pupil.	
From Government.	Proceeds of Endowment.	Subscriptions, donations &c.	Local rate of assessment.	Fees, Fines, &c.	Sale of books.	Other Sources.	TOTAL.	Current.	Extraordinary.	TOTAL.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
(a)														
,500	244 5 4	510 ..	..	.....	..	1,310 13	.. 3,565 2 1	2,203 11 10	606 3 6	2 809 15 4	755 3	.....	49 4	9 2 10 4
,604 10 3	...	.....		569 10 8	Nil.	914...	Nil.	...	..	. 2,184 2 11	1,982 1 4	16 1 .	1,998 2 4	186 . 7	57 1	5 13 13 7
600	590..	..	...	..	.	.....	...	10	....	. 1,200	1,061 14 6	172 2 9	1,237 1 3	... . 37 1 3	77 5	1 37 8 ..
,200	...	.....		3,003 5 6	.	.....	...	.	..	4,263 5 6	3,945 12 3	257 9 3	4,203 5 6	... .	300 3	9 8 11 5
194 10 3	590	..		3,573 ..	2	914...	10	..	..	7,587 8 5	6,992 12 1	445 13 .	7,438 9 1	186 .. 7 37 1 3	114 7 .	52 6 1
,004 10 3	831 5 4			4,083 ..	2	914..	1,320 13	.. 11,152 10 9	9,196 7 11	1,052 6	10,248 8 5	941 3	737 1 3	84 ..	139 6 9	

NO. IX.

ABSTRACT of attendance at the Government and Private Institutions, for the year 1867-68.

		Number attending Colleges.	Number attending Higher Class Schools.	No. attending Middle Class Schools.	No. attending Lower Class Schools.	TOTAL.	REMARKS.		
General Education.	Government, ...	35	979	(a) 10,639	(b) 65,100	76,753	Zil' Schools,		2,258
							Branches to Ditto,		197
							Town Schools,		8,184
								(a)	10,639
	Private, ...	9	1,434	2,884	(c) 14,482	18,809	Branches to Zil' Schools,		3,442
							Ditto Village Schools,		51,326
							Female Schools,		5,653
Special Education.	Government, ...	...	271	...	...	271	Jail Schools,		4,679
								(b)	65,100
							Male Schools,		4,644
							Female Schools,		9,838
	Private, ...	...	144	...	...	144		(c)	14,482
	TOTAL, ...	44	2,828	13,523	79,582	95,977			

No. X.

ABSTRACT of Receipts and Charges at the Government and Private Institutions, during 1867-68.

		RECEIPTS.					CHARGES.				
		Colleges.	Higher Class Schools.	Middle Class Schools.	Lower Class Schools.	TOTAL.	Colleges.	Higher Class Schools.	Middle Class Schools.	Lower Class Schools.	TOTAL.
GENERAL EDUCATION.	Government, ...	38,290	68,991	1,11,085	2,07,443	4,25,809	38,290	68,991	1,11,085	2,07,361	4,25,727
	Private, ...	6,811	73,925	1,01,941	1,13,733	2,96,410	6,514	74,702	99,267	1,12,885	2,93,368
SPECIAL EDUCATION.	Government, . .	...	36,694	..	.	36,694	...	36,694	...	...	36,694
	Private, . .	..	11,152	...	...	11,152	. .	10,248	...	...	10,248
	TOTAL, ...	45,101	1,90,762	2,13,026	3,21,176	7,70,065	44,804	1,90,635	2,10,352	3,20,246	7,66,037

No. XI.

ABSTRACT of Grants-in-aid received by Private Institutions during the year 1867-68.

	Colleges.			Higher Class Schools.			Middle Class Schools.			Lower Class Schools.			TOTAL.			REMARKS.	
General Education, ...	2,535	...	..	38,878	7	...	55,944	14	5	(a) 57,080	14	4	1,54,439	3	9	Male Schools,	8,221-14-11
																Female Schools,	45,262- 6- 9
																Indigenous Schools,	3,596- 8- 8
Special Education, ...	...	...	...	4,904	10	3	..	...	...	...	...	...	4,904	10	3	(a)	57,080-14- 4
TOTAL, ...	2,535	...	...	43,783	1	3	55,944	14	5	57,080	14	4	1,59,343	14	...		

No. XII.

Progressive Statement of Attendance and Cost of educating at each Institution, for the last five years.

	1863-64.			1864-65.			1865-66.			1866-67.			1867-68.		
	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average attendance.	Total Cost.	Cost of each pupil's Education.	Average No. of pupils on the Rolls monthly.	Total Cost.	Cost of each pupil's Education.
Govt. College Lahore,	7	2,780 10 3	397 3 9	7	16,062 15 2	2.294 11 4	8	18 809 15 4	2,351 4	10	18.458 1 2	1,845 12 9	9	18,260 1 3	2,028 14 4
Do. Dehli,	...	...	...	14	14,281 9 10	1,020 1 10	21	16,434 4 ..	782 9 4	16	19,696 6 4	1,231 ... 4	19	20,030 6 1	1,054 3 8
NORMAL SCHOOLS.															
Dehli, ...	93	9.741 14 3	104 12 ..	87	7,937 ...	91 3 8	84	10.371 7 7	123 7 6	65	17.644 9 1	179 2 4	65	11,691 12 3	179 14 ...
Lahore, ...	70	9.499 4 6	135 9 2	73	11,437 1 9	156 10 9	76	12,663 12 4	166 10 1	76	13,676 ..	179 15 4	105	14,920 6 4	142 1 7
Multan, ...	22	2,862 6 6	130 1 9	18	1.655 10 5	91 15 8	13	327 12 7	23 3 5	10	1,101 ...	110 3 3	10	921 8 5	92 2 5
Hoshyarpur, ..	..	...	.	34	4,005 13 .	117 13 1	14	348 10 3	24 3 ..	16	1.232 ..	77	3	474 13 1	158 5 .
Rawulpindi, ...	43	4,026 5 7	93 10 ...	50	5.427 10 3	108 8 10	55	4,130 15 4	75 1 9	43	4,035 9 ...	93 13 7	36	4.156 8 10	103 14 7
Dera Ismael Khan, ...	14	1,744 . ..	124 9 2	20	1,714 ..	85 11 2	13	2,108 ..	162 2 6	13	1,878 3 4	144 7 8	12	2.299 12 4	191 10 4
Peshawur, ..	12	1,706 7 2	142 3 3	15	1,979 ...	131 14 11	14	1,477 ...	105 8 ..	13	1,723 15 ...	132 9 9	12	1,769 5 2	147 7 1
ZILA SCHOOLS.															
Dehli, ...	845	20.619 11 9	24 6 5	1.072	23.522 13 .	21 15 2	1,014	28.180 1 ..	27 12 8	1,142	25.849 7 ..	22 10 2	300	21,570 15 8	71 14 5
Rewari, ...	250	3,036 8 6	12 2 4	391	4.200 13 ...	10 11 6	341	4,063	11 15 7	344	5.076 12 5	14 12 1	79	4.224 10 ...	53 7 7
Sirsalah, ...	62	3.237 9 ...	52 3 6	83	3,560	42 14 3	157	3.576 14 .	22 12 6	82	3,542 3 ...	43 3 2	81	2 874 4 ..	33 5 9
Jagadhri, ...	75	2,513 14 ...	33 8 3	325	3.134 2 .	9 10 4	337	3,991 8 ..	11 13 6	384	4.601 .. 2	11 15 7	112	3.750 2 ...	33 7 9
Kurnal. ..	98	2.561 12 3	26 2 3	194	3,379 1 .	17 5 .	221	3.287 15 9	14 14 1	198	3,433 ... 9	17 5 7	74	2.700 8 4	36 7 11
Rohtak, ...	142	3,129 5 9	22 .. 7	318	3.739 .. .	11 12 2	283	3.805 3 ..	13 7 2	259	4 728 7 8	18 5 9	75	3.526 6 ...	47 ... 4
Bhiwani, ..	...	.. . ...	.. ..	412	2.575	6 4 .	434	3.631 3 6	8 5 10	139	3.243 9 2	23 5 4	68	2.807 1 ...	41 4 6
Jhajjar, .	99	1,259 14 ..	19 12 8	122	1,893 13 ..	15 8 4	258	2,478 1 ..	11 11 11	221	3,003 13 ...	13 1 3	156	2.573 8 ...	16 7 1
Rupar, ..	..	...	.. .	.	... .	... .	.	.. ...	... .	.	... ...	.. ..	104	2 297 6 9	22 1 5
Lahore, ...	266	16,814	63 3 5	545	19.179 3 .	35 5 1	588	19.226 5	32 4 4	550	18,743	34 1 3	129	16.616 10 3	128 13 ..
Amritsur, ...	166	10.421 1 1	62 12 5	901	16.085 6 6	17 13 8	895	18,307 1 2	20 7 3	953	18.990 8 6	19 14 10	177	14.550 14 2	82 3 4
Hoshyarpur, ..	101	4.306 7 ...	42 10 4	91	4.716 1 9	51 13 2	288	6.395 6 1	22 3 4	313	6,200 14 4	19 13	112	7.909 7 9	70 9 11
Multan, ...	66	5.021 13 ..	76 1 5	96	5,996 3 ...	62 7 4	159	8,565 15 6	53 14 ..	150	9.266 11 9	61 12 5	122	8,449 10 3	86 3 7
Batala, ...	103	3,511 . ..	34 1 5	88	3,621	41 2 4	156	4,228 10 3	27 1 6	237	4,086 6 9	17 3 11	117	4.239 8 9	35 10 ...
Nurpur, ...		... ...	... . .	103	1,499 4 ..	14 8 11	141	3,486 3 3	24 11 8	169	4,449 1 9	26 5 3	84	2:635 3 .	40 8 8
Ferozpur, ...	102	3.810 15 .	37 5 10	196	4.140 3 9	21 2 .	205	4 325 1 3	21 1 7	138	4.515 13 9	18 15 7	232	3,480 6 2	15 13 6
Rahun, ...	69	1,728 11 9	25 10	92	2,035 7 3	22 2 ...	183	2.342 6 ..	12 12 10	305	2 677 12 6	8 12 6	195	2.730 3	14 8 3
Gujarat, ...	116	3.379 12 7	29 2 2	198	7,222 13 6	36 7 8	236	7.443 12 11	31 8 8	229	7,203 .. 7	31 7 3	140	6.751 8 9	48 3 6
Gujranwala, ...	256	2.337 7 ..	9 2 1	151	4,970 8 9	32 14 7	157	4.994 5 1	31 3 2	161	5.332 11 9	33 2 ...	199	5.277 2 5	26 8 4
Bhera, ...	...	.. ..	... .	97	2 325 14 3	23 15 8	108	2.994 7 9	27 11 8	106	2,612 2 1	34 10 3	119	2.485 10 8	20 14 3
Syalkot, ...	61	2.476 5 9	40 9 6	78	2,908 12 4	37 4 8	74	3.573 5 3	48 4 7	66	3,558 7 11	53 12 3	64	3.346 8 2	52 4 8
Jnang, ...	94	2.410 7 1	25 15 5	104	3,134 11 3	30 2 3	129	3,503 13 6	27 2	135	3,978 12 6	29 7 7	163	5.357 14 3	32 13 11
Dera Gazi Khan, ..	99	2,669 6 ..	26 15 4	94	3.247 10 ..	25 11 .	132	3.516 5 7	26 15 8	188	3.587 3	19 1 3	154	3,883 10 8	25 3 8
Peshawar, ...	...	. ...	. .....	...	... .	... . ..	151	3,716 5 7	40 6 4	123	6,480 12 8	52 8 5	138	4 537 7 7	32 14 1
Abbottabad, ...	48	1,590	32 ...	73	1,780 11 9	24 7 8	82	2,002 2 6	29 ... 3	62	2,118 11 1	34 2 9	67	1,897 10 8	28 5 2

TABLE NO.

DISTINCTIONS conferred by the Calcutta University, during the year 1867-68.

No.	Name of Students.	Name of Institution.	Distinctions conferred.		REMARKS.
1	Bheron Parshad,	Delhi College,	B. A. Exam.	2nd Division.	
2	Sanjhi Mal,	Lahore College,	ditto	3rd	
3	G. Lewis,	Lahore Mission College,	ditto	2nd	
4	Thakur Das,	ditto	ditto	3rd	
5	Nand Kishor,	Delhi College,	First Arts Exam.	2nd Division,	
6	Yusuf Ali,	ditto	ditto	ditto	
7	Janki Das,	ditto	ditto	3rd	
8	Sheo Nath,	ditto	ditto	ditto	
9	Dina Nath,	Lahore Mission College,	ditto	2nd Division,	
10	Girdhari Lal,	Dehli Zil' School,	Entrance Exam.	2nd Division,	
11	Madan Gupal,	ditto	ditto	ditto	
12	Ganga Parshad,	ditto	ditto	1st Division,	
13	Khushi Nath,	ditto	ditto	ditto	
14	Lachhman Das,	ditto	ditto	2nd	
15	Din Diyal,	ditto	ditto	ditto	
16	Shib Chandur Bos,	ditto	ditto	ditto	
17	Umrao Singh,	ditto	ditto	ditto	
18	Sham Nath,	ditto	ditto	3rd	
19	Kunj Behari Lal,	ditto	ditto	ditto	
20	Keshori Lal,	ditto	ditto	ditto	
21	Somdat,	Rewari Zil' School,	ditto	ditto	
22	Bihari Lal,	Lahore Zil' School,	ditto	2nd	
23	Pirthi Nath,	ditto	ditto	ditto	
24	Ganga Ram,	ditto	ditto	3rd	
25	Khetar Chandar,	ditto	ditto	ditto	
26	Atma Ram,	Amritsur Zil' School,	ditto	2nd	
27	Kirpa Ram,	ditto	ditto	3rd	
28	Lahna Singh,	ditto	ditto	ditto	
29	Kashi Ram,	Gujranwala Zil' School,	ditto	3rd	
30	Mugal Khan,	Gujarat Zil' School,	ditto	ditto	
31	Nand Gupal,	ditto	ditto	ditto	
32	Daulat Ram,	ditto	ditto	ditto	
33	Johari Mal,	St. Stephen's College, Dehli,	ditto	2nd	
34	Sham Jus,	ditto	ditto	3rd	
35	Joti Parshad,	ditto	ditto	ditto	
36	Molak Ram,	Lahore Mission School,	ditto	ditto	
37	Shahzada,	ditto	ditto	ditto	
38	Hit Lal Missar,	ditto	ditto	ditto	
39	Aziz Bakhsh,	Jalandhar Mission School,	Entrance Exam.	2nd Division,	
40	Sagar Mal,	ditto	ditto	3rd	
41	Sayad Mir,	ditto	ditto	ditto	
42	Prem Singh,	Amritsur Mission School,	ditto	ditto	
43	Bhagat Ram,	ditto	ditto	ditto	
44	Sundar Singh,	R. Pindi Mission School,	ditto	ditto	
45	Harnam Singh,	ditto	ditto	ditto	
46	Atri Das,	ditto	ditto	ditto	
47	Kedar Nath Mukerji,	Ambala Mission School,	ditto	ditto	
48	Narsing Das,	Peshawur Mission School,	ditto	2nd	
49	J. Elston,	Bishop's School, Simla,	ditto	1st	
50	W. D'Routh Brown,	ditto.	ditto	ditto	
51	A. H. Bryson,	ditto	ditto	2nd	
52	C. F. Moore,	ditto	ditto	ditto	
53	Shambhu Nath,	Teacher,	ditto	3rd	

SENIOR Scholarships or Scholarships gained at Colleges, for 1867-68.

No.	Names of Schools.	Colleges at which gained.	When gained.	Monthly value of scholarships.	For how long tenable.	For proficiency in what Branch.	REMARKS.
	3RD YEAR CLASS.						
1	Nand Kishoar, ...	Delhi Government College, ...	1st January 1868,	32	2 years ...	General Proficiency, ...	
2	Yusuf Ali, ...	ditto	ditto	29	ditto	Ditto	
3	Dina Nath, ...	Lahore Mission College, ...	ditto	26	ditto	Ditto	
	1ST YEAR CLASS.						
1	Ganga Parshad, ...	Delhi Government College, ...	1st January 1868.	14	2 years ..	General Proficiency, ...	
2	Kashi Nath, ...	ditto	ditto	14	ditto	Ditto	
3	Shib Chandar Bos, ...	ditto	ditto	13	ditto	Ditto	
4	Lachman Das, ...	ditto	ditto	12	ditto	Ditto	
5	Girdhari Lal, ...	ditto	ditto	12	ditto	Ditto	
6	Madan Gopal, ...	ditto	ditto	11	ditto	Ditto	
7	Perthi Nath, ...	Lahore Government College,	ditto	10	ditto	Ditto	
8	Din Dyal, ...	Delhi ditto ...	ditto	10	ditto	Ditto	
		TOTAL, ...	RUPEES, ...	183			

NO. XIV. B.

Return of Scholarships gained during the year 1867-68.

Junior Scholarships gained at Schools.

No.	Names of Scholars.	Schools at which gained.	When gained	Free or stipendiary.				For how long Tenable.	For proficiency in what Branch
1	Babu Mal,	Delhi Zil' School.	January 1868.	Free.	7	..		One Year	General Proficiency
2	Murli Dhar,				7	..	..		
3	Hukm Chand,				7	..			
4	Jugdis Rai,				7	..			
5	Bej Nath,				6				
6	Mukh Ram,				5		..		
7	Ratan Lal,				5	.	.		
8	Ram Gupal,				5		..		
9	Madho Sarup,				5	..	.		
10	Munshi Lal,				7	..	.		
11	Sham Nath,				4	.	..		
12	Panna Lal,				4		..		
13	Shujan Chand II,				4	..			
14	Jawahir Lal,				2	.	...		
15	Ganeshi Lal,				4				
16	Shujan Chand I.				3	..	.		
17	Maharaj Kishan,				3		...		
18	Rahmat Ali,				5		.		
19	Atma Ram,				2		..		
20	Albeli Lal,				2	..	.		
21	Gudhari Lal,				2	..	..		
22	Nasir Ali,				2	.			
23	Maharaj Kishan,				2	.			
					100				
1	Sheo Lal,	Jhajjar Zil' School.			5	..			
2	Hira Lal,				5	..			
3	Devi Sahai,				5				
					15				
1	Nathu Ram 1st,	Rewari Zil' School.			2	8	..		
2	Nathu Ram 2nd,				2	8	..		
3	Chiranj Lal,				2	8	..		
4	Badri Parshad,				2	8	..		
					10		..		
1	Kirpa Ram,	Karnal Zil' School.			5	..	..		
2	Bishambar Das,				5	..	..		
					10				
1	Abdul Rahman,	Rohtak Zil' School			5				
					5				
1	Baroda Cant Lahiry,	Lahore Zil' School.			3		..		
2	Govind Ram,				3				
3	Gyan Chand,				3	..	..		
4	Ali Gohar,				2	.	..		
5	Jhangi Ram,				2	..	.		
6	Baldeo Sahai,				2		...		
7	Mit Singh,				2		.		
8	Sobha Ram,				2		..		
9	Tika Ram,				2		..		
10	Daya Ram,				2				
11	Sam Ditta,				2				
					25		..		

TABLE NO. XIV. B. *(Continued.)*

	Names of Scholars.	Schools at which gained.	When gained.	Free or Stipendiary.				For how long tenable.	For proficiency in what Branch.
1	Ganga Ram,	Amritsur Zil' School.	January 1868.	Free.	4	...	...	For One Year.	General proficiency.
2	Dhanpat Ray,				3	...	...		
3	Gulam Nabi,				2	...	...		
4	Hem Raj,				3	...	...		
5	Muhamad Farukh,				2	...	...		
6	Niranjan Nath,				1	...	...		
7	Ganda Ram,				1	...	...		
8	Nihal Singh,				1	...	...		
9	Kalu Mal,				2	...	...		
10	Sohan Lal,				2	...	...		
11	Ganga Singh,				1	...	...		
12	Mahesh Dass,				1	...	...		
13	Lal Chand I,				1	...	...		
					24	...	...		
1	Hem Raj,	Multan Zil' School.			3	..	..		
2	Safdar,				1	8	...		
3	Devi Das,				1	8	...		
4	Baga Ram,				1	...	...		
5	Rug Nath,				1	...	..		
6	Vali Ram,				1	...	...		
7	Govinda,				...	8	..		
8	Mohan Lal,				...	8	...		
					10	...	...		
1	Lachhman Dass,	Nurpur Zil' School.			1	...	...		
2	Dittu Mal,				1	..	...		
3	Ajudheya Ram,				1	...	..		
4	Hussen Ali,				1	...	...		
5	Hardial,				1	..	...		
6	Ghasitu,				...	8	...		
7	Prab Dyal,				...	8	..		
8	Bir Bal,				...	8	...		
9	Mahomadju,				...	8	..		
					7	.	...		
1	Thakur Dass,	Batala Zil' School.			2	...	...		
2	Sukh Dyal,				1	8	...		
3	Bhagat Ram,				1	..	...		
4	Radha Kishen,				1	..	..		
5	Ranjit Singh,				1	..	..		
6	Kirpa Ram,				...	8	..		
7	Budha Khan,				1	...	..		
					8	...	..		

TABLE NO. XIV. B. *(Continued.)*

	Names of Scholars.	Schools at which gained.	When gained.	Free or stipendiary.				For how long tenable.	For proficiency in what Branch.
1	Lachhmi Naram,	Ferozepur Zil' School.	January 1868.	Free.	1	...	...	For One Year.	General Proficiency.
2	Faiz Bukhsh,				2	.	...		
3	Kundan Lal,				1	8	...		
4	Lachhman Das,				1	...	...		
5	Kirpa Ram,				1	..	...		
6	Gulam Muhayuddin,				..	8	..		
7	Chogatta,				..	8	...		
8	Juvala Singh,				..	8	...		
9	Abdul Aziz,				..	8	...		
0	Din Diyal,					8	...		
1	Sardar Ali,				...	8	..		
2	Shankar Das,				..	8	...		
					10.	..	...		
1	Hargulal,	Hushyarpur Zil' School.			1	...	...		
2	Jaswant Ray,				2	...	...		
3	Ram Narain,				1	...	.		
4	Chandu Lal,				1	...	...		
5	Ram Kishan,				1		...		
6	Hardwarrie,				1	.			
7	Gurmukh Singh				1	..	...		
8	Sham Das,				1	...	..		
					9	..	...		
1	Rahmat Khan,	Rahun Zil' School.			1	..	...		
2	Chaju Ram,				1	...	...		
3	Sultani Ram,				1	..			
4	Badar Bakhsh,				..	8	...		
5	Gulam Muhayuddin,				..	8	...		
6	Pohla Ram,				..	8	...		
7	Rala Ram,					8	...		
8	Achhru Ram,				.	8	...		
9	Karam Bakhsh,				...	8	...		
0	Dina Nath,				...	8	..		
					6	8	...		
1	Wazir Chand,	Gujaranwala Zil' School.			3	..	...		
2	Sukha Singh,				3	..	...		
3	Tahal Singh,				3	...	...		
4	Jhanda,				1	.	...		
5	Ahmad Din,				1	...	...		
6	Khuda Bukhsh,				1	..	..		
					12	...	..		
1	Ladha Ram,	Bhera Zil' School.			2	...	..		
2	Kishu Ram,				2	...	..		
3	Birj Lal,				2	...	..		
4	Fazl Din,				2	...	..		
					8	...	..		
1	Javahir Singh,	Sealkote Zil' School *			1	...	..		*Closed from 1st May 1868.
					1	...	..		

TABLE NO. XIV. B. (*Concluded.*)

Names of Scholars.	Schools at which gained.	When gained.	Free or stipendiary.				For how long tenable.	For proficiency in what Branch.
Ganpat Rai,	Gujarat Zil' School.	January 1868.	Free.	1	8	...	For One Year.	General Proficiency.
Gobind Ram,				1	8	...		
Abdula,				1	8	...		
Nur Ahmad,				1	...	...		
Ram Chand,				1	...	.		
Karam Chand,				1	...	...		
Kashi Singh,				1	...	...		
Dula,				1	...	..		
Muhamad Din,				1	...	...		
Gulam Haydar,				1	...	...		
Bishan Singh,				1	...	...		
Maula Dad,				1	...	...		
Buta Mul,				1	...	...		
Juala Sahay,				1	...	..		
Atma Ram,				1	...	...		
Surjan Das,				1	8	..		
				18	...	..		
Prabh Diyal,	Jhang Zil' School.			2	...	...		
Sayad Jalal,				2	...	...		
Ram Javaya,				2	...	...		
Bhavani,				2	...	...		
Gulam Hussen,				2	...	...		
Ram Chand,				2	...	...		
Pohu,				3	...	...		
Ganga,				1	...	...		
Sobha,				1	...	...		
Gurditta,				1	...	...		
Imam Bukhsh,				1	...	...		
Mastan,				1	...	...		
Ahmad.				1	...	...		
				21	...	...		
Abdul Rahman,	Peshawur Zil' School.*			3	...	...		*Closed from 1st April 1868.
Narsing Das,				3	...	...		
Shum Lal,				2	8	...		
Balmukand,				2	...	...		
Ganesh Das,				1	8	...		
Salig Ram,				1	8	...		
Bhagwan Das,				1	...	...		
Mullan Mohamad,				1	...	...		
Mohamad Shah,				1	...	...		
Abdullah,				1	...	...		
Ahmad Shah,				1	...	...		
Mohamad Amin,				1	...	...		
Sheru,				1	8	...		
				21	...	...		
Tola,	D. G. Khan Zil' School.			5	...	...		
Chauka,				3	..	...		
Balu,				2	...	...		
Gurmukh,				2	...	...		
Sakbu,				1	4	...		
Thara,				1	4	...		
				14	8	...		
Khub Chand,	Abbottabad Zil' School.			2	...	...		
Ram Rakha,				1	...	...		
				3	...	...		

No. XV.

RETURN of Candidates passed for employment or Promotion in the Educational Department, during the year 1867-68.

No.	Names of passed Candidates.	When and where examined.	Where Educated.	Grade of certificate gained.
1	Ganga Sahai, ..	1st April 1867, Delhi,	Delhi Normal School,	2nd Grade,
2	Gulam Husain, ...	ditto ditto	ditto ditto	ditto ditto
3	Narayan Das, ...	ditto ditto	ditto ditto	ditto ditto
4	Ganga Sahai, ..	1st Octr. 1867, Ditto,	ditto ditto	ditto ditto
5	Hargopal, ...	ditto ditto	ditto ditto	ditto ditto
6	Aladad Khan, ...	ditto ditto	ditto ditto	3rd ditto
7	Kesho Ram, ...	ditto ditto	ditto ditto	ditto ditto
8	Gulam Muhiuddin, ..	ditto ditto	ditto ditto	ditto ditto
9	Kirpa Ram, ...	ditto ditto	ditto ditto	ditto ditto
10	Ganga Ram, ...	ditto ditto	ditto ditto	ditto ditto
11	Khuda Bakhsh, ...	ditto ditto	ditto ditto	ditto ditto
12	Barkat Ali, ..	ditto ditto	ditto ditto	4th ditto
13	Sukh Lal, ...	ditto ditto	ditto ditto	ditto ditto
14	Bismila Beg, ...	ditto ditto	ditto ditto	ditto ditto
15	Najamuddin, ...	ditto ditto	ditto ditto	ditto ditto
16	Azimuddin, ..	ditto ditto	ditto ditto	ditto ditto
17	Abdul Rahman, ..	ditto ditto	ditto ditto	ditto ditto
18	Jan Muhammad, ...	ditto ditto	ditto ditto	ditto ditto
19	Rajab Ali, ...	1st April 1867, Lahore,	Lahore Ditto	2nd ditto
20	Narayan Singh, ...	ditto ditto	ditto ditto	ditto ditto
21	Tajuddin, ...	ditto ditto	ditto ditto	ditto ditto
22	Gaina Singh, ...	ditto ditto	ditto ditto	3rd ditto
23	Jawahar Singh, ...	ditto ditto	ditto ditto	ditto ditto
24	Kanh Chand, ...	ditto ditto	ditto ditto	ditto ditto
25	Ahmad Bakhsh, ...	ditto ditto	ditto ditto	ditto ditto
26	Muhammad Bakhsh, ..	ditto ditto	ditto ditto	ditto ditto
27	Hukam Singh, ...	ditto ditto	ditto ditto	ditto ditto
28	Warisuddin, ..	ditto ditto	ditto ditto	ditto ditto
29	Kirpa Ram, ...	ditto ditto	ditto ditto	4th ditto
30	Gobind Jas, ..	ditto ditto	ditto ditto	ditto ditto
31	Nabi Bakhsh, ..	ditto ditto	ditto ditto	ditto ditto
32	Balak Ram, ..	ditto ditto	ditto ditto	ditto ditto

No. XV.—(Concluded.)

No.	Name of passed Candidates.	When and where examined.	Where Educated.	Grade of certificate gained.
1	Sharafuddin, ..	1st Apl. 1867, R. Pindi	R. Pindi Nor. Schools,	2nd Grade,
2	Thakur Das, .	Ditto Ditto	ditto ditto	ditto ditto
3	Ganesh Das, ...	Ditto Ditto	ditto ditto	3rd ditto
4	Aulad Ali, ...	Ditto Ditto	ditto ditto	ditto ditto
37	Kisho Mal, ...	Ditto Ditto	ditto ditto	ditto ditto
38	Gopi Chand, ...	Ditto Ditto	ditto ditto	ditto ditto
39	Bhagwan Singh, ...	Ditto Ditto	R. Pindi Nor. School,	ditto ditto
40	Kesar Singh, ...	ditto ditto	ditto ditto	4th ditto
41	Gandu Mal, ...	1st Octr. 1867 ditto,	ditto ditto	2nd ditto
42	Ram Ditta,	Ditto Ditto	ditto ditto	ditto ditto
43	Devi Dyal, ...	Ditto Ditto	ditto ditto	3rd ditto
44	Charaguddin, ..	Ditto Ditto	ditto ditto	ditto ditto.
45	Amir Ali, ..	Ditto Ditto	ditto ditto	ditto ditto
46	Shankar Das, ...	ditto ditto	ditto ditto	ditto ditto
47	Bir Bal, ...	ditto ditto	ditto ditto	ditto ditto
48	Abdul Hamid, ...	1st Apl. 1867 Peshawur,	Peshawur ditto	4th ditto
49	Jai Sukh, .	Ambala, ...	Delhi ditto	1st Grade Village
50	Nathu Ram, ..		Hoshiarpur Zil' School,	
51	Salag Ram, ...		Amritsur ditto	
52	Balmukand,		ditto ditto	
53	Kirpa Ram, ...		ditto ditto	
54	Atma Ram, ...		ditto ditto	
55	Dhani Ram, ...		ditto ditto	
56	Radha Kishan, ...		ditto ditto	
57	Gobind Lal, ...	Ambala, ...	Sadhawra School,	
58	Ahsan Ali, ...	ditto ditto	ditto ditto	
59	Fatch Singh, ...	ditto ditto	Raipur School,	
60	Kahn Chand, ...		Nakodar Town School,	
61	Gainah Ram, ...		Dina Nagar ditto,	
62	Gulam Rasul, ..		Qasur ditto,	
63	Gobind Jas, ..		Hariana ditto,	
64	Karam Chand, ..		Pati ditto,	
65	Kirpa Ram, ...		Zira ditto,	
66	Mehar Chand, ...		Hariana ditto;	

TABLE NO. XVI.

RETURN of Private Donations and Endowments from which aid was received by the Department during the year 1867-68.

NAME OF DONOR.	Description of Donation.	Annual value.			For what period to continue.	For what purpose.
His Highness Maharaja Dhalip Singh,	Cash, ...	500	..	.	During life time of Donor, ...	For Scholarships in Amritsur Zil' School,
Nawab Fazal Ali Khan, ...	Govt. Promissory Notes Rs 1,70,000	7,286		..	Permanent Donation, ...	For maintenance of Delhi Govt. School (592-2-7½)+(15-0-0) 12
Lala Wazir Singh, Rais Dehlie, ...	Cash, ...	240	..		For the year 1868,	Two scholarships of the value of Rs 100 each, in School house at Sunpat.
10 Persons in the Dehlie District, ...	Land, ...	400	...	..	...	
Davi Sahai, Gurgaon District, ...	Cash, ...	100	..	..	...	..
Miscellaneous subscriptions, Gurgaon District, ...	Cash, ...	659	12	...	...	...
	TOTAL, ...	759	12	...	One year, ...	General expences.
Miscellaneous subscriptions, Ambala District, ...	Cash, ...	54	...	...	...	...
Ditto Rohtuk District, ...	Cash, ...	82	8	..	...	..
Ditto Sirsa District, ...	Cash, ...	29	..	...	...	Rewards.
Ditto Jalandar District, ...	Cash, ...	356	14	...	...	Rewards, fees, &c.
Ram Ditta Mal, Hushyarpur District,	Cash, ...	500	..	...	...	School buildings.
Sardar Bhag, Ditto Ditto ...	Cash, ...	150	..	...		
Miscellaneous subscriptions, Ditto ...	Cash, ...	392	8	...		
Miscellaneous subscriptions, Ditto ...	Cash, ...	664	3	6	...	...
	TOTAL, ...	1,706	11	6		
Miscellaneous subscriptions, Kangra District, ...	Cash, ...	166	..	..	...	General expences.
Ditto ditto Gurdaspur Dist.	Cash, ...	363	..	...	...	Fees.
Ditto ditto Multan District,	Cash, ...	120	8	..	...	...
Ditto ditto Ferozepur Dist.	Cash, ...	78	3	...	...	School Furniture.
Ditto ditto Shahpur District	Cash, ...	874	..	..	.	General expences.
Ditto ditto Muzufurgurh Dist.	Cash, ...	15		...	...	Fees.
Ditto ditto Peshawar District,	Land, ...	590	...		...	School buildings.
Ditto ditto Lahore District,	Cash, ...	120	..	..	One year 1868, ...	Scholarships in the Govt. College, Lahore.

No. XVII.

General Statement of amounts expended by Government on Education, during the year 1867-68.

	Salaries.	Scholarships.	Buildings.	Contingencies.	Grants-in-aid.	Total.
General Establishments.						
From Imperial Revenue, ...	83,273 9 8	...	...	73,723 5 11	...	1,56,996 15 7
From Educational Cess Fund, ...	6,315	...	...	5,091	...	11,406
From other sources, ...	...	...	...	...	...	...
Government Colleges.						
From Imperial Revenue, ...	34,154 12 5	2,438 4 11	...	991 6	...	37,584 7 1
From Educational Cess Fund, ...	...	...	...	...	...	...
From other sources, ...	...	213	...	493	...	706
Government Schools, Higher class.						
From Imperial Revenue, ...	54,165 12 9	2,490	...	1,020	...	57,675 12 9
From Educational Cess Fund, ...	...	3,622 7	...	...	...	3,622 7
From other sources, ...	3,326	1,200	...	3,167 9 6	...	7,693 9 6
Government Schools, Middle class.						
From Imperial Revenue, ...	70,947 13 8	3,536	...	10,010	...	84,493 13 8
From Educational Cess Fund, ...	13,060 6 0	2,990 6	...	737 10	...	16,788 6
From other sources, ...	7,913 8	...	...	1,890 6 8	...	9,803 14 8
Government Schools, Lower class.						
From Imperial Revenue, ...	30,851 7 11	...	1,415	7,485 5	...	39,751 12 11
From Educational Cess Fund, ...	1,44,463 10	...	10,674	6,685 6	...	1,61,823
From other sources, ...	...	...	2,644	17,875 8	...	20,519 8
Government Normal Schools.						
From Imperial Revenue, ...	11,841 14 8	3,084	...	4,087 8	...	19,013 6 8
From Educational Cess Fund, ...	3,600	14,064 11 3	...	...	...	17,664 14 3
From other sources, ...	...	...	...	15 14 6	...	15 14 6
Private Colleges.						
From Imperial Revenue, ...	...	...	...	...	2,535	2,535
From Educational Cess Fund, ...	...	...	...	...	...	...
From other sources, ...	...	...	...	...	...	3,979
Private Schools, Higher Class.						
From Imperial Revenue, ...	...	...	...	...	38,878 7	38,878 7
From Educational Cess Fund, ...	...	...	...	...	...	...
From other sources, ...	...	...	...	...	...	35,823 13
Private Schools, Middle Class.						
From Imperial Revenue, ...	...	...	...	...	55,944 14 5	55,944 14 5
From Educational Cess Fund, ...	...	...	...	...	...	...
From other sources, ...	...	...	...	...	...	43,322 4 5
Private Schools, Lower Class.						
From Imperial Revenue, ...	...	...	...	...	57,080 14 4	57,080 14 4
From Educational Cess Fund, ...	...	...	150	...	...	5,314 8
From other sources, ...	...	...	...	...	...	50,489 8 9
Private Normal Schools.						
From Imperial Revenue, ...	...	...	...	...	4,904 10 3	4,904 10 3
From Educational Cess Fund, ...	...	...	...	...	...	...
From other souces, ...	...	...	...	...	...	5,343 14 2
Total From Imperial Revenue, ...	2,85,235 7 1	11,548 4 11	1,415	97,317 8 11	1,59,343 14	5,54,860 2 11
" " Educational Cess Fund	1,67,439	20,677 2 9	10,824	12,514	...	2,16,618 10 9
" " other sources, ...	11,239 8	1,413	2,644	23,442 6 8	...	1,77,697 12
Grand Total Rs.	4,63,913 15 1	33,638 7 8	14,883	1,33,273 15 7	1,59,343 14	9,49,176 9 8

General.

Special.

OFFICE OF DIRECTOR P. I. PUNJAB.

The 4th August 1868.

W. R. M. HOLROYD, CAPTAIN,

Director of P. I. Punjab.

REPORT

ON

POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1868-69;

BY

CAPT. W. R. M. HOLROYD, B.S.C.,

Director of Public Instruction, Panjab.

Published by Authority.

Lahore:

PRINTED AT THE ALBION PRESS.

1869

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No. 304.

Proceedings of the Hon'ble the Lieutenant-Governor of the Panjab, in the Educational Department, under date 11th October 1869.

Read—Annual Report on Education in the Panjab for the year 1868-69, furnished by Captain W. R. M. Holroyd, Director of Public Instruction.

Remarks.—The subjoined statement shows the sum placed under the control of the Director, Public Instruction, for educational purposes, during 1868-69:—

	1866-67.	1867-68.	1868-69.
Imperial Revenues	5,92,605	6,21,331	6,67,315
From *Local sources, viz.,*—			
(1) Educational cess	2,50,810	2,16,618	2,23,512
(2) Endowment of Nawab Fazl 'Ali Khan	6,690	7,286	7,286
(3) Gubbins's Scholarship endowment	0	0	105
(4) Subscriptions and donations	1,779	6,415	5,935
(5) Fees	17,477	17,336	15,480
(6) Private contributions and receipts in Grant-in-aid institutions	1,01,562	1,38,959	1,67,019
Total from Local sources	3,78,318	3,86,614	4,19,337
GRAND TOTAL	9,70,923	10,07,945	10,86,652

2. *Para.* 11.—IMPERIAL RETURNS.—The Lieutenant-Governor will be glad to receive the suggestions of the Director for re-casting and improving the prescribed statistical returns, to enable him to submit a report on the subject to the Supreme Government.

3. *Para.* 21.—There is much justice in the remarks of the Director, Public Instruction, regarding the inadequacy of the present supervising agency, but the educational establishments of Government—like those of other Departments—have to be regulated, not only with reference to actual requirements, but also with reference to financial considerations. At present it is not probable that the Supreme Government would listen favorably to any proposal for increase of State expenditure on the educational inspecting agency; but if the Supreme Government see fit, which His Honor hopes may be the case, to allow greater latitude than at present in the matter of municipal taxation, it may be hoped that the measure introduced into the Gurgaon district, whereby the services of a Deputy Inspector have been secured without additional expense to the State, may become feasible in other districts or divisions.

4. *Paras.* 29 *and* 30.—UNIVERSITY EXAMINATION.—The number of candidates for the B. A. examination was, His Honor perceives, considerably less than in the preceding year, and the percentage of successful candidates for the Entrance and First Arts examination was not so favorable as in 1867-68; while, from the

statistics furnished in para. 3 of Mr. [illegible]'s report* on the Dehli College, it appears that the percentage of successful candidates from the Panjab generally is below the average for the Bengal Presidency. His Honor trusts that efforts will be made to remedy this evil, as it is desirable, for the credit of our educational institutions, and for the sake of both candidates and examiners, that none but those who have a fair chance of passing should be allowed to present themselves for examination. In the following institutions the number of failures was large in proportion to the candidates :—

		No of candidates	Passed	Per centage
All Bengal Presidency	Entrance.	1734	892	51
Panjab		78	38	49
All Bengal Presidency	First Arts	423	196	46
Panjab		11	4	36

	Candidates.	Failed.
Lahore College	4	3
Rewari School	2	2
Lahore	9	5
Amritsar	7	5
Gujerat	7	4
Saint Stephen's College, Dehli	9	8
Lahore Hindu School	3	3

On the other hand, in the following institutions, a very fair percentage of candidates were successful :—

	Candidates.	Passed.
Dehli College	4	3
Dera Ghazi Khan Zillah School	2	2
Ludianah Mission School	4	3
Jallandhar	5	5

5. *Para.* 32.—Lahore University College.—His Honor rejoices to be able to announce, on the close of his administration, that definite arrangements have been sanctioned for establishing a system of education which he trusts will secure the hearty co-operation of the learned and influential classes in the Panjab; and while having for its special object the education of the people, *as far as possible*, through the medium of their own vernacular, will, at the same time, afford every encouragement to the study of the higher branches of European science through the medium of the English language. All that was asked for has not yet been conceded, but in sanctioning the appointment of a Senate, containing representatives of the learned and influential classes of the Province, and with power to grant certificates of proficiency, and establish fellowships and scholarships; and in constituting it the Council of Education for the Province, the Government of India has made a most liberal concession; and has laid the foundation, His Honor believes, of a really national system of education in the Panjab. His Honor trusts shortly to be able to announce the names of the members of the Senate of Lahore University College, and the date of its first meeting. The stipulation that provision shall be made for the instruction of students, who prefer to adhere to the Calcutta University course, to which reference is made in para. 33 of the Report, is, His Honor considers, a very

proper one; no one would wish less than himself to force any student to adopt the new system of study against his inclination; and though there may be difficulty at first in providing a double course of instruction in our schools and colleges, His Honor believes that the difficulty, if it should arise, will be found to be of less magnitude than is anticipated by the Director of Public Instruction.

6. Lahore Government College.—His Honor is glad to notice that Dr. Leitner made great efforts during the year, with considerable success, to increase the number of students, and he observes that he has, with praiseworthy liberality, spent a considerable sum out of his own pocket in awarding prizes to casual students; nevertheless, having regard to the ill success of the Lahore College students at the First Arts examination, and the reports of Messrs. Ellis and Pearson given in para. 45 of the Director's Report, His Honor cannot regard the condition of the Lahore College as satisfactory or creditable to Dr. Leitner. His Honor will not discuss the arguments used by Dr. Leitner in para. 14 of his report to explain the slow progress of the Lahore College; it will suffice to observe that, even assuming the correctness of his statements, they fail to explain the fact that three out of four of the candidates for the First Arts examination failed, and that the English classes generally were found by Mr. Ellis, the Officiating Principal, to be in a very unsatisfactory condition, and that the result of the Departmental examination recently conducted by Mr. Pearson, Inspector of Schools, was very unfavorable. His Honor desires specially to acknowledge the services of Mr. Baden Powell in giving gratuitous Law lectures in the Lahore College, and the liberal assistance rendered by Mahomed Hyat Khan. The assistance afforded by these gentlemen has, doubtless, done much towards increasing the number of students.

7. Dehli College.—The progress of the Dehli College continues to be satisfactory. It sent up the only successful candidate for the B. A. examination, who passed in the 2nd division; while out of four candidates for the First Arts examination, one took the fifth place amongst all the students of the Bengal Presidency, and two passed in the third division; and out of eleven scholarships competed for by the students of the affiliated colleges of the Panjab, seven were awarded to students of the Dehli College.

His Honor concurs with the Director of Public Instruction in considering that great credit is due to Mr. Cooke, the Principal, and to Professor Ellis, and Maulvi Ziya-ud-din. The liberality of Lala Wazir Singh in providing funds for two scholarships of Rs. 10 each is again conspicuous.

8. Government Zil' Schools.—The progress of the Lahore and Dehli Zil' Schools appears to have been satisfactory; special commendation is due to Mr. Kirkpatrick, of the Dehli School; and Mr. Beddy, of the Lahore School, appears to have conducted his duties with efficiency.

His Honor observes that a boarding-house for students residing at a distance has been established at Dehli, under the superintendence of Pandit Ganga Jiwan, of the Dehli Normal School; and is described by Mr. Cooke as very popular, and likely to be most beneficial. But the Lieutenant-Governor has great misgivings as to the desirability of Government Officers being in any way connected with such an institution, as it appears to His Honor to make the Government in a manner responsible for the entire moral and religious culture of the boarders. His Honor would be glad to learn fuller particulars of the management of the boarding-house than are given in the report.

9. Re-organization of Zil' School Classes The Lieutenant-Governor quite concurs in the views of the Director, expressed in para. 86 of the Report. He believes that the division of the Zil' School classes into three departments

cannot fail to be of great benefit in fixing responsibility on the head of each department, and preventing students being pushed on too rapidly into the higher classes. His Honor desires that his acknowledgments be conveyed to the officers named in para. 93.

10. Village School Fees.—The aggregate amount of village school fees, levied from non-agricultural students, is far less, His Honor remarks, than might reasonably be expected; if Rs. 1,151 per annum can be realized in the Gurdaspur district, and Rs. 746 in Hoshiarpur, it is impossible to suppose that the sum of Rs. 13-8 is all that can be realized in Dehli. His Honor suggests, for the consideration of the Director of Public Instruction, the propriety of allowing village schoolmasters a percentage of the fees collected, or in some other way making it their interests to realize them with regularity.

11. English Teachers.—The Lieutenant-Governor quite concurs in the remarks contained in para. 101, regarding premature instruction in English language by incompetent teachers; he desires that henceforth no grant-in-aid be recommended for any elementary English School, unless the Director is satisfied as to the attainments of the teacher and the adequacy of his salary.

12. His Honor learns with satisfaction that measures are being taken for raising the salaries of village school teachers from Rs. 5 to 10; as long as the village teacher is paid no better than the lowest menial servant, it is hopeless to expect improvement in this class of schools.

13. With reference to the remarks contained in para. 106, His Honor is quite in favor of establishing an educational test for Government employment, but the greatest difficulty hitherto has been in providing a Board of Examiners; it is impossible to delegate such a duty to the Officers of the Civil or Educational Departments, who have already as much work as they can efficiently get through; but His Honor trusts that it may be possible to carry out the measure in connection with the establishment of the new College.

14. His Honor is also in favor of the imposition of an educational rate on non-agriculturists, and will be glad if the Director will submit a detailed scheme for carrying his proposal into effect.

15. The measure proposed in para. 108 appears to His Honor to be an excellent one, and well calculated to prepare the way for introducing the system of "payment by results" in Grant-in-aid institutions.

16. Female Education.—Although there can be no doubt that, as stated by the Director in para. 112, the state of our female schools is *far from satisfactory*, yet His Honor considers that the *prospects* for the future are more encouraging than they have been. It is now abundantly clear that the prejudice against female education has been in a great measure removed, as stated by the Inspector of the Lahore Circle. Girls are now allowed to continue their studies after marriage, while the residents of two of the most influential cities of the Province have consented to place their girls' schools under the superintendence of English ladies, and to their being inspected from time to time by Government Inspectors. Five years ago this result could hardly have been hoped for.

17. The progress of education in *Jail Schools* appears to be generally satisfactory; and special credit is due to Dr. Henderson, Superintendent of the Central Jail, Lahore, and Dr. Bateson, Superintendent of the Ambala Jail, for their exertions. Now that by a recent order the net profits of Jail manufactures are to be constituted a local fund, His Honor hopes to be able from that source to place the educational establishments in Jails upon a proper footing.

18. GRANT-IN-AID INSTITUTIONS.—The views of the Director of Public Instruction, expressed in paras. 126—9, regarding the desirability of the gradual introduction of a modified system of *payment by results* into grant-in-aid institutions, are concurred in generally by the Lieutenant-Governor, and he begs that the Director will take early measures to carry them into effect, as opportunity offers.

19. The difficulty adverted to (para. 137), regarding the disparity of rates of fees charged in the Government and Mission Colleges and Schools at Lahore, is one of long standing; nevertheless, His Honor is not prepared to reduce the rates of fees in the Government institutions. Should the numbers attending the Government institutions materially decrease, it may be a question whether they should not be closed and the field left open to the grant-in-aid institutions; on the other hand, in deciding upon the amount of grant-in-aid given to the Mission Schools, the low rate of fee charged may be justly taken into consideration.

20. His Honor notices with much satisfaction the favorable account given of the progress of the undermentioned grant-in-aid institutions :—

The American Presbyterian Mission School at Jallandhar.
Ditto at Ludhiana.
Ditto at Rawal Pindi.

Church Mission School at Dera Ismail Khan.
The Moravian Mission School at Kylang.
The Female School of Nawab Nawazish 'Ali Khan.
The Female Schools at Sabathu, Rawal Pindi, and Peshawar.
The Society for Propagation of Gospel Mission Female School at Dehli.
The indigenous Vernacular Schools at Fattehgarh and Jallandhar.

21. Application has been made to the Supreme Government to constitute the *Lawrence Asylum at Murree* a Government institution, but the Government has not seen fit to comply with the proposal at present; meanwhile His Honor trusts that every effort will be made to prevent this valuable institution from collapsing; and he has little doubt that an appeal to the public in England would meet with a favorable response.

22. His Honor is also glad to observe the favorable testimony borne to the exertions of the Municipal Committee of Amritsar, and the Anjuman of Kangra, in the matter of female education.

23. *Book Department.*—His Honor thinks that the time has come for issuing books from tha Central Depôt at their full cost price, including carriage to Lahore, and all other incidental expenses; the increase in price will be inappreciably small, while in the aggregate there will be a considerable saving to the State. The improvements made in the Educational Press, noticed in para. 217, are very satisfactory.

24. In conclusion, His Honor desires to record his cordial acknowledgments to the undermentioned Officers of the Department, in addition to those whose names are recorded in the body of the report :—

To Mr. Willmot, Inspector of Schools, Ambala Circle, whose activity and energy have been conspicuous, and whose inspections appear to have been conducted in an eminently searching and business-like manner. To Mr. Pearson, Inspector of the Rawal Pindi Circle, whose zeal and ability and enlightened interest in vernacular literature are highly appreciated.

To Mr. Alexander, who holds perhaps the most onerous Inspectorship in the Province, and deserves special credit for his successful re-organization of the Branch Schools of his Circle. Also to Mr. Thompson, Inspector of the Frontier Circle ; Lalla Baldeo Sahai ; and Maulvi Karīm-ud-din.

His Honor desires further to tender his best thanks to the several Civil Officers named in para. 219 of the report.

The acknowledgments of the Government will be conveyed by special communication to the undermentioned Native gentlemen—

Muhammad Hayat Khan,
Lalla Rami Mall,
Lalla Ishri Parshad, and
Lalla Wazir Singh,

for their liberal pecuniary assistance; and to Baboo Nobin Chandar and Lalla Bihari Lall, for their enlightened co-operation in the matter of female education.

Commissioners of Divisions will further be requested to convey His Honor's acknowledgments to the other Native gentlemen enumerated in the list appended to para. 220.

Lastly, the Lieutenant-Governor desires to express to Captain Holroyd, the Director of Public Instruction, his satisfaction at the efficient and earnest manner in which he has conducted the important duties of his office.

ORDER.—Ordered that the report and appendices, with the foregoing remarks, be printed and circulated as usual.

By order of the Hon'ble the Lieutenant-Governor.

T. H. THORNTON,

Secretary to Government, Panjab.

REPORT

ON

POPULAR EDUCATION

IN THE

PANJAB, AND ITS DEPENDENCIES,

FOR THE YEAR 1868-69,

BY

CAPT. W. R. M. HOLROYD.

The assignment from Imperial Revenue, the expenditure from it, and the saving.

The assignment from the Imperial Revenue for expenditure on Education in the Panjab during 1868-69 amounted to Rs. 7,34,400, and the assignment for the Educational Department in the Printing Budget, to Rs. 3,256, making in all Rs. 7,37,656. Deducting Rs. 51,151 for the Medical School at Lahore, Rs. 5,400 for the Botanical Gardens, Rs. 3,000 for the Meteorological Reporter, Rs. 9,290 for official postage, and Rs. 1,500 for the purchase of books under Act XXV of 1867—charges not under my control—there remained Rs. 6,67,315 at the disposal of this department. The expenditure amounted to Rs. 5,96,807, and Rs. 70,508 lapsed to Government. For the previous year the Budget assignment was Rs. 6,21,331, and the expenditure, Rs. 5,54,860.

Detail of the saving.

2. Of the amount that lapsed to Government, Rs. 20,000, in round numbers, were saved from the assignment for grants-in-aid. In this amount were included Rs. 10,000 sanctioned for the Lahore University; Rs. 3,000* from the building grant to the Zanana Mission at Dehli; Rs. 2,800 from the grant to Gurgaon schools, the private income of which failed—(*vide* para. 146)—and Rs. 4,700 from the grant to the Marree Asylum. For the Book Department an expenditure of Rs. 57,000 was sanctioned, and there was a saving of Rs. 24,847, due partly to the non-arrival of an assignment of books from England until after the close of the year; Rs. 2,200 were saved from the travelling allowance of Inspectors; Rs. 1,500 from the assignment for remuneration to Examiners; and Rs. 7,700 from the expenditure sanctioned for town and female schools. There was also a considerable saving from the assignment for zil' schools. This was due chiefly to the abolition of the Peshawar and Syalkot Government schools, as the savings accruing from this measure were not appropriated until near the close of the year.

* Provision was made for expenditure of Rs. 6,000, but only Rs 3,000 were allowed by Government.

Expenditure on Direction, Inspection, and Instruction.

3. The distribution of expenditure on Education under the three main heads, prescribed by the Supreme Government, is shown below :—

	From Imperial Revenue.	From Local Funds.
	Rs.	Rs.
Direction and its subsidiary charges	88,462	...
Inspection ditto ditto	74,973	12,405
Instruction ditto ditto	4,33,372	2,46,046
Total	5,96,807	2,58,451

Miscellaneous charges included in "Direction."

4. Under the head of Direction are included Rs. 38,093-4-9 on account of the Book Department, and Rs. 14,002-7-6 for miscellaneous charges, comprising patronage of literature; the *Sarkari Akhbār*; khilets to persons who have exerted themselves in the cause of education, &c., so that the actual expenditure on Direction amounted to Rs. 36,366-8-9.

General and financial statistics.

5. The comparative abstract of general and financial statistics is appended in the usual form. Indigenous schools are omitted from this return, as their statistics are not reliable.

		No. of institutions.	No. of scholars on the rolls at close of year.	Average No. of scholars on the rolls monthly.	Average daily attendance.	Aggregate expenditure from all sources.	Expenditure from Imperial Revenue.	Expenditure from Educational Cess Fund.	Expenditure from other sources.	Annual cost of educating each pupil. Total cost.			Cost to Government.		
Government.															
Colleges ..	1867-68	2	35	28	24	38,290	37,584	...	706	1,367	8	3	1,342	4	10
	1868-69	2	63	42	34	42,552	39,765	..	2,787	1,013	2	3	946	12	6
Schools, Higher Class	1867-68	6	979	1,024	827	68,992	57,676	3,622	7,694	67	6	0	56	5	2
	1868-69	7	1,068	1,112	925	75,323	66,480	4,487	4,356	67	11	9	59	12	6
Schools, Middle Class	1867-68	99	10,639	10,598	8,955	1,11,087	84,494	16,788	9,805	10	7	8	7	15	6
	1868-69	* 94	9,918	9,674	8,361	1,09,155	80,524	15,621	13,010	11	4	6	8	5	2
Schools, Lower Class	1867-68	1,601	54,768	53,504	45,445	1,83,163	28,444	1,40,742	13,977	3	6	9	0	8	6
	1868-69	1,464	51,362	48,765	43,039	1,74,602	26,933	1,37,790	9,879	3	9	3	0	8	10
Female Schools	1867-68	272	5,653	5,821	5,120	21,190	9,652	10,322	1,216	3	10	3	1	10	6
	1868-69	206	4,448	4,518	4,031	15,065	3,606	9,454	2,005	3	5	4	0	12	9
Normal Schools	1867-68	9	271	255	217	36,694	19,013	17,665	16	148	14	4	74	9	0
	1868-69	8	255	238	198	30,964	15,512	15,410	42	130	1	7	65	2	9
Jail Schools	1867-68	23	4,679	4,681	4,043	3,008	241	85	2,682	0	10	3	0	0	10
	1868-69	24	5,120	5,147	4,749	2,964	227	154	2,583	0	9	2	0	0	8
Aided.															
Colleges ...	1867-68	1	9	6	6	6,514	2,535	...	3,979	1,085	10	8	422	8	0
	1868-69	1	17	10	8	4,835	2,265	...	2,570	483	8	0	226	8	0
Schools, Higher Class	1867-68	8	1,434	1,334	1,030	74,702	38,878	...	35,824	47	6	1	20	8	5
	1868-69	9	1,995	1,893	1,502	68,911	29,700	...	39,211	36	6	5	15	11	0
Schools, Middle Class	1867-68	88	2,884	2,673	1,732	99,268	55,945	...	43,323	16	8	9	7	5	7
	1868-69	40	3,631	3,389	2,709	1,05,594	52,706	245	52,643	31	2	6	15	8	10
Schools, Lower Class	1867-68	93	4,644	4,501	3,360	29,384	8,222	5,164	* 15,998	6	8	5	1	13	2
	1868-69	163	9,069	8,085	7,062	45,354	17,388	4,260	23,706	5	3	6	2	0	0
Female Schools	1867-68	507	9,838	10,436	9,052	79,753	45,262	...	34,491	6	3	11	3	14	8
	1868-69	516	13,010	12,429	10,415	73,941	35,613	...	38,328	5	15	2	2	13	10
Normal Schools	1867-68	4	144	122	111	10,248	4,905	...	5,343	84	0	1	39	6	9
	1868-69	5	190	138	118	15,564	9,508	...	6,056	112	12	6	68	14	4
Indigenous Schools	1867-68	...	...	...	...	3,597	3,597	...	..	...	..	..	.		.
	1868-69	...	...	...	...	7,981	7,981	...	...	...	.	.	.		.
General Establishments	1867-68	..	...	...	...	1,68,403	1,56,997	11,406	...	...	.	..	.		..
	1868-69	...	...	...	..	1,75,839	1,63,435	12,129	275	...	.	..	.		..
Buildings ...	1867-68	...	...	...	...	14,883	1,415	10,824	2,644	...	..	...	..	...	..
	1868-69	..	...	...	..	36,041	7,315	23,962	4,764	...	..	...	...	...	...
Total ..	1867-68	2,713	95,977	94,983	79,922	9,49,176	5,54,860	2,16,618	1,77,698	...	...	...	..	.	.
	1868-69	2,539	1,00,146	96,040	83,211	9,84,685	† 5,58,958	2,23,512	2,02,215	...	...	...	...	.	.

* See para. 90.

† 5,58,958
Grants to Endowment and Building Funds 37,844

Total.....5,96,802

6. The total number of schools has fallen from 2,713 to 2,539; but there is nevertheless a considerable increase in the number of students at the close of the year, the average number on the rolls monthly, and the average daily attendance. There has been an actual reduction of 93* village schools, and of 66 Government female schools, and an apparent reduction of 48 middle class aided schools, owing to the fact that the statistics of elementary English classes have been this year incorporated in those of the schools to which they are attached, whereas these classes were last year returned as 56 separate schools (*vide* para. 139). It is very satisfactory to find that, notwithstanding the famine and the severe sickness that have prevailed during the year, there has been so large an increase in the number of students.

Decrease in the number of schools.

* In 1867-68	1,555
In 1868-69	1,462
	93

7. There is an apparent falling off in the attendance at Government schools of the middle and lower classes. This is owing to the fact that the branches of zil' schools, and in some cases the lower department, or portions of the lower department, have been placed on the grant-in-aid system. The statistics will really bear a very favorable comparison with those of last year, as will be apparent from the account given in due course of schools of each class. There is, however, an actual falling off in the attendance at Government female schools, due mainly to the reduction of the assignment made from the imperial revenue for their support.

Falling off in the attendance at Government schools.

8. Out of the aggregate expenditure of Rs. 9,84,685, shown in column 5, Rs. 5,96,802* were paid from the imperial revenue, Rs. 2,23,512 from the one per cent. cess, and Rs. 2,02,215 from private sources and local funds. Of this latter sum, Rs. 1,62,514 were expended on private institutions, and Rs. 39,701 on Government schools and colleges, on Government establishments, and on buildings.

Expenditure from imperial revenue, educational cess, and other sources.

* Including Rs. 37,844 (grants to endowment and building funds) which are not included in the sum of Rs 9,84,685.

9. The expenditure from imperial revenue on Government schools is less than in 1867-68, whilst that on private institutions has risen, and there is a considerable increase in the expenditure on educational buildings, which was comparatively very low during the previous year.

Increase of expenditure from imperial revenue on aided schools.

10. I called for a statement showing the number of persons in each district of different castes, and the number of each caste who could read and write, but District Officers were unable to supply the information required. I have been

Population of the province and the number who can read and write.

furnished, however, with returns of the total population and the total number who can read and write in every district except Lahore, but these statistics are not reliable. I find, for instance, that in the Dehli District only 15,577 out of a population of 6,08,850 are returned as able to read and write, whilst in Hazara 29,206 are so returned out of a population of 3,67,218. Again, the proportion of those who can read and write in such wild districts as Sirsa and Hissar would appear much higher than in Syalkot or even in Hushyarpur.

Imperial returns, B, Education, I and II.

11. The statistical returns, B, Education, I and II, required by Government, are submitted herewith. It is to be hoped that these forms will soon undergo revision, and that authoritative rules will be laid down regarding the manner in which they are to be prepared. If I may be allowed to make a suggestion, I would recommend that Educational Officers in each province should be consulted before any new rules are promulgated. It would be easy to point out many deficiencies in the existing tables. It is very doubtful what some of the columns are really intended to show, and it is quite certain that the statements for 1867-68 were prepared in the N. W. Provinces on totally different principles from those observed in the Panjab.

Indigenous schools omitted from the imperial returns.

12. Indigenous schools have been omitted from these tables, as the returns are inaccurate. It will be observed that of the whole population, ·45 per cent. are attending Government and Aided schools. Out of 2,179 teachers in Government schools, 26 are Christians; whilst in Aided schools there are 116 Christian teachers out of a total of 1,233. In Aided schools of the higher class the proportion of Christian teachers is greater than in others.*

	Christian teachers.	Others.	Total.
Aided Colleges	3	2	5
Ditto Schools, Higher Class	31	80	111
Ditto ditto, Middle ,, ...	34	164	198
Ditto ditto, Lower ,, ...	14	318	332
Ditto Female Schools	29	537	566
Ditto Normal Schools	5	16	21
Total	116	1,117	1,233

Income and expenditure from educational cess fund.

13. The following statement shows the income and expenditure from the one per cent. cess in each district. Arrangements have been made for keeping the expenditure within the income in future years, as the accumulated savings that formerly existed have now been exhausted. It has been arranged also that the income in each district shall be expended in that district, certain deductions being made in the first instance for general charges.

District.	Income.			Expenditure.		
	Rs.	A.	P.	Rs.	A.	P.
1 Dehli	7,700	4	0	10,274	11	7
2 Gurgaon	11,197	11	9	10,876	15	11
3 Karnal	8,868	0	8	8,412	4	7
4 Hissar	4,309	3	0	3,480	1	8
5 Rohtak	5,773	2	4	5,765	1	7
6 Sirsa	1,874	0	0	1,933	12	9
7 Ambala	13,011	7	6	11,142	3	8
8 Ludhiana	9,502	0	0	8,894	6	0
9 Simla	106	15	3	150	0	0
10 Jalandhar	13,112	0	0	13,030	5	5
11 Hushyarpur	13,740	0	0	14,682	12	0
12 Kangra	7,004	15	11	6,170	4	0
13 Amritsar	13,500	3	3	12,826	5	5
14 Gurdaspur	9,183	3	3	10,995	7	5
15 Lahore	5,640	12	0	6,273	6	7
16 Ferozepur	6,006	0	0	7,412	0	0
17 Multan	5,673	15	0	4,888	0	0
18 Montgomery	3,279	0	0	3,293	10	0
19 Rawal Pindi	7,555	13	1	5,778	7	0
20 Jehlam	6,490	0	0	6,166	0	0
21 Gujrat	6,112	4	9	7,380	0	9
22 Shahpur	4,354	7	1	5,010	3	8
23 Gujranwala	6,329	4	0	7,088	2	8
24 Syalkot	12,181	8	0	13,497	10	8
25 Jhang	2,918	15	2	4,013	4	3
26 Peshawar	7,177	15	1	6,108	2	10
27 Hazara	3	2	0	10	0	0
28 Kohat	1,047	4	0	816	0	0
29 Dera Ismail Khan	4,340	15	11	3,706	0	0
30 Dera Ghazi Khan	4,948	0	0	5,978	7	4
31 Bannu	3,979	6	6	3,678	6	1
32 Muzaffargarh	5,164	0	0	4,324	1	10
Total	2,12,085	13	6	2,14,056	14	8
Stipends of students studying at Zil' and Normal Schools				9,457	5	5
				2,23,514	4	1

SECTION I.

CONTROLLING AGENCIES.

No change amongst Inspectors.

14. No changes have taken place in the staff of Inspectors during the year under report, and Messrs. Willnot, Alexander, and Pearson still retain charge of the Ambala, Lahore, and Rawal Pindi Circles, whilst Mr. Thompson continues to officiate as Inspector of the Frontier Circle.

Mr Willmot, Inspector of Schools, Ambala Circle.

15. Mr. Willmot was incapacitated by a severe accident from going into camp before the 10th of November 1868, and his tour was subsequently interrupted by the necessity of attending the High Court as a witness. For some time the services of his Deputy Inspector were not available; Mr. Willmot has nevertheless examined every school in his circle, with the exception of those of the Sirsa District, and a few in Hissar. His duties have been performed in a very thorough and satisfactory manner, though the great amount of work that his inspection involved has somewhat interfered with the punctual submission of reports. The searching character of his examination of vernacular schools is shown by the very elaborate tables that he has been able to compile of the number of boys in every school who passed in each subject. Mr. Willmot has shown very great energy in accomplishing so much, notwithstanding the interruptions and disadvantages to which he was subjected.

Mr. Alexander, Inspector of Schools, Lahore Circle.

16. During the hot season of 1868, Mr. Alexander inspected the schools of the Kangra Valley, of Kullu, and of Lahoul; from October to January he was absent on three months' leave, and on his return he inspected the schools of the Hushyarpur and Jalandhar Districts. His duties have been satisfactorily performed. He has devoted much attention to the reorganization of branch schools, and he has succeeded, with the assistance of District Officers and Municipal Committees, in placing those under his jurisdiction on a more satisfactory footing than the branch schools of neighbouring circles generally.

Mr. Millett officiated as Inspector of the Lahore Circle for 3 months.

17. During Mr. Alexander's absence on leave, Mr. Millett, Head Master of the Hushyarpur Zil' School, officiated. He performed the duties of inspection with activity, but was not so successful in office work, which was allowed to fall into some confusion during Mr. Alexander's absence.

Appointment of Mr. Millett and Mrs Millett, Assistant Inspector and Inspectress of Female Schools, Lahore Circle.

18. Mr. and Mrs. Millett have now been appointed Assistant Inspector and Inspectress of Female Schools. The Lahore Circle is so much more populous than those of Ambala and Rawal Pindi that it has been impracticable for the Inspector to examine all the vernacular schools annually, and several districts have, every year, been left unvisited. The appointment of an Assistant Inspector will therefore be productive of much benefit. All the districts, which contain many female schools, Syalkot alone excepted, are comprised in the Lahore Circle, and I have lately proposed some changes in the present distribution of districts by which Syalkote also will be added to the Lahore Circle.

Mr Pearson, Inspector of Schools, Rawal Pindi Circle.

19. Mr. Pearson has conducted his duties with his usual zeal and ability. He shows great interest in vernacular literature, and my thanks are due to him for the readiness with which he has looked through various books that I have sent for his opinion. Last year when the Lawrence Memorial Asylum at Marree was for some time without a master, Mr. Pearson volunteered his assistance, and for many weeks attended the institution and gave instruction for several hours daily.

Mr Thompson, Offg Inspector of Schools, Frontier Circle.

20. Mr. Thompson has been very active in the discharge of his work; he commenced his march early in October and remained on tour till the end of the year. There are comparatively few schools in the Frontier Circle, but the distances to be traversed are very great, and the districts comprised in the circle are so situated that great loss of time on the part of the Inspector is inevitable. I have, since the close of the year, proposed a redistribution of the districts of the Rawal Pindi and Frontier Circles, which will, I believe, prove of great advantage to both.

Deputy Inspectors.

20½. Lala Baldeo Sahai retained the appointment of Deputy Inspector of the Ambala Circle for the greater part of the year, and performed his duties in a most satisfactory manner. He has now been made Deputy Inspector in Gurgaon, and I anticipate great results from his superintendence of the schools of the district. Maulavi Karím-ud-din, Maulavi Muhammad 'Alí, and Maulavi Sufi-ulla are still the Deputy Inspectors of the Lahore, Rawal Pindi, and Frontier Circles. Maulavi Karím-ud-din is deserving of special mention.

Appointment of Chief School Muharrir after the abolition of Deputy, Sub-Deputy, and Extra Sub-Deputy Inspectors.

21. The greatest defect in the Educational Department of this province is the absence of any subordinate inspection and supervising agency of an efficient kind. In the infancy of the department an extensive staff of Deputy, Sub-Deputy, and Extra Sub-Deputy Inspectors was entertained, and the vernacular schools were all immediately subordinate to the Educational Department. In 1860 the whole system was changed, the schools were placed under District Officers, and the entire staff of subordinate inspecting officers were swept away. It was seen, however, that District Officers could not bestow much time on these schools, and that it would be absurd to leave their management entirely in the hands of Tehsildars, who had no conception of school-organization and discipline, and no knowledge of the subjects taught, and it was felt that something must necessarily be substituted for the old supervising agency. It was therefore determined to appoint, in each district, a "Chief Muharrir," who is generally aided by an assistant. The duties of a Chief Muharrir are nearly identical with those of a Deputy Inspector in other provinces, but he is ill-paid, of lower social standing, and very imperfectly educated. This is a fatal defect in a system which possesses many great advantages.

Appointment of a Deputy Inspector in Gurgaon District.

22. In the Gurgaon District the town schools have been placed on the grant-in-aid system, the allowance formerly made by Government for vernacular schools has been added to the salary sanctioned for the Chief Muharrir, and a competent Deputy Inspector has been appointed.

Appointment of a Deputy Inspector in Hushyarpur District, postponed.

23. It was proposed to introduce a similar measure in the Hushyarpur District, but the resources of Municipal Committees having been crippled by recent orders of Government, the scheme has been temporarily abandoned. My anticipations of the extension of this system to various other districts have been disappointed.

Inefficiency of Chief School Muharrirs

24. There is now one district in the province which possesses a thoroughly efficient Deputy Inspector, and there are a very few Muharrirs who have shown exceptional merit; all the rest, though in most cases the best men who can be procured on the salaries available, are totally unfit for the position they hold.

Discharge of Chief School Muharrirs, and appointment of a Deputy Inspector in each Division

25. If secondary vernacular schools can be placed on the grant-in-aid system, or supported by means of an educational cess on non-agriculturists, the savings thus effected will afford the means of appointing a Deputy Inspector of fair ability in every district. Should this be found impracticable, and Government decline to make any further assignment for the purpose of improving the subordinate inspecting staff, we may still be able to appoint a qualified Deputy Inspector for *each Division,* and this would be, in my opinion, a vast improvement on the present system.

Number of schools and scholars in each circle.

26. The following is a comparative statement of the number of schools and scholars in each circle at the close of 1867-68 and 1868-69 :—

Circles.	1867-68.		1868-69	
	Schools.	Scholars	Schools.	Scholars.
Ambala Circle	624	22,063	584	22,903
Lahore do.	1,128	41,948	1,078	42,526
Rawal Pindi do.	762	25,329	707	28,108
Frontier do.	199	6,637	170	6,609
Total ...	2,713	95,977	2,539	1,00,146

It will be seen that though there has been a considerable reduction in the number of schools, the number of pupils has increased, except in the Frontier Circle, where there has been a slight falling off (*vide* para. 6).

SECTIONS II AND III.

UNIVERSITIES AND GOVERNMENT COLLEGES.

Government colleges.

27. The number of students attending the two Government colleges rose during the year from 35 to 63. Of these, however, 11 were "casual students," *i. e.,* students who attend the college two or three hours daily. The average number on the rolls and the average attendance were 42 and 34, against 28 and 24 for the previous year. The fees amounted to Rs. 898-8, whilst in 1867-68 only Rs. 493 were collected.

Their statistics.

28. The following is the prescribed statement of attendance and expenditure during 1868-69 :—

	General Education.	
	Delhi.	Lahore.
Number of institutions	1	1
Number on the rolls at the close of 1868-69	25	38
Average number on the rolls monthly for 1868-69	23	19
Average daily attendance for 1868-69	21	13
Total expenditure { From Imperial Revenue	21,002	18,763
Total expenditure { From Local Funds	1,314	1,472

Results of the Calcutta University Examinations from 1861-62 to 1868-69.

29. The results of the Calcutta University Examinations for all educational institutions in the Panjab are shown below—

Year.	B. A. Examination.			First Arts Examination.			Entrance Examination.		
		Passed.			Passed.			Passed.	
	No. of candidates.	From Govt. institutions	From private institutions.	No. of candidates	From Govt. institutions.	From private institutions.	No. of candidates.	From Govt. institutions	From private institutions.
1861-62	...	...	...	...	...	...	10	*a* 4	1
1862-63	...	...	...	...	...	...	12	7	1
1863-64	...	...	...	...	...	...	35	*a* 15	10
1864-65	...	...	...	...	...	...	43	*b* 15	16
1865-66	...	...	...	20	5	5	75	*a* 15	8
1866-67	..	...	...	17	4	...	81	18	4
1867-68	7	2	2	11	4	1	73	*a* 24	20
1868-69	1	1	...	11	4	...	78	*c* 19	*b* 19

a. Including one school master. *b.* Including two school masters. *c.* Including one private student.

Detailed results of the examinations of the Calcutta University for 1868-69.

30. The following statements exhibit in detail the results of the examinations of the Calcutta University for the year under review:—

B. A. Examination, January 1869.

Name of institution.	No. of candidates.	Passed in			Failed in					
		1st division.	2nd division.	3rd division.	English	2nd language.	History.	Mathematics and Natural Philosophy.	Mental and Moral Philosophy.	Optional subjects.
Govt. College, Delhi ...	1	...	1	..	...	...	...	...	...	...
Total ...	1	...	1	...	...	...	...	..	...	...

First Arts Examination, December 1868.

Names of institutions.	No. of candidates.	Passed in			Failed in				
		1st division.	2nd division.	3rd division.	English.	2nd language.	History.	Mathematics.	Philosophy.
Government College, Lahore ...	4	...	...	1	2	3	...	1	1
Government College, Dehli ...	4	1	...	2	1	...	...	...	..
Teachers	3	...	...	...	...	...	...	...	...
Total ...	11	1	...	3	3	3	...	1	1

Entrance Examination, December 1868.

Names of institutions.	No. of candidates.	Passed in			Failed in			
		1st division.	2nd division.	3rd division.	English.	2nd language.	History and Geography.	Mathematics.
Government Zil' Schools.								
Dehli	10	2	5	...	3	...	2	...
Rewari	2	...	...	...	2	...	...	1
Lahore	9	...	1	3	5	...	1	3
Amritsar	7	...	...	2	4	...	4	4
Gujrat	7	...	1	2	4	...	3	3
Dera Ghazi Khan	2	...	1	1	...	...	...	...
Total	37	2	8	8	18	...	10	11
Private Aided Schools.								
St. Stephen's College, Dehli	9	...	1	...	6	...	3	4
Lahore Mission School	10	...	1	4	2	2	1	4
Ludhiana do.	4	1	2	...	...	...	...	1
Jalandhar do.	5	...	3	2	...	...	...	...
Amritsar do.	2	...	...	1	...	...	...	1
Ambala do.	2	...	...	1	1	...	...	1
Lahore High School	1	...	...	...	...	1	...	1
Lahore Hindu School	3	...	...	...	3	...	2	2
Bishop's School, Simla	1	...	1	...	...	...	...	...
Teachers	3	...	1	1	...	...	...	...
Private	1	...	...	1	...	...	...	...
Total	41	1	9	10	12	3	6	14
Grand Total	78	3	17	18	30	3	16	25

Review of the results of the last examination, and their comparison with those of the preceding year.

31. One student went up for the B. A. Examination, and passed in the 2nd division. Out of 11 candidates for the First Arts Examination (including three teachers who failed) 1 passed in the 1st division, and 3 in the 3rd division; and out of 78 candidates for the Entrance Examination, 3 were placed in the 1st, 17 in the 2nd, and 18 in the 3rd division. These results, though not on the whole unsatisfactory, are somewhat less favorable than those of the previous year. It will be observed that for the Entrance Examination Government schools sent up 37 candidates; of these 2 were placed in the 1st division, 8 in the 2nd, and 8 in the 3rd, and 19 failed. Mission schools sent up 37 candidates, of whom 1 was placed in the 1st division, 8 were placed in the 2nd division, and 8 in the 3rd; 20 failed. Last year, Government schools supplied 38 candidates, of whom 2 passed in the 1st, 9 in the 2nd, and 12 in the 3rd division; and Aided schools, 34 candidates, of whom 2 passed in the 1st, 6 in the 2nd, and 12 in the 3rd division.

Establishment of a University College at Lahore, sanctioned.

32. The Supreme Government has declined to sanction a University for the Panjab until the number of undergraduates shall become much larger than it is at present; but a grant will be given equivalent to the annual subscriptions that may be realized, and the interest of donations that have been made in aid of the proposed Panjab University. The constitution of a Senate, consisting of the promoters of the movement, persons eminent for their literary attainments, and *ex-officio* members to be appointed by Government, has been authorized. It is suggested that the new institution, in which the Lahore College at least will, I apprehend, be amalgamated, shall be called the University College, and power has been given to the Senate to make grants with the view of strengthening the educational staff of the Lahore and Dehli Colleges.

Success of the scheme for teaching general knowledge through the vernacular, doubtful under existing arrangements.

33. The principle of conveying instruction through the medium of the vernacular, as far as such a measure can be efficiently carried out, has been approved; but the connection of the students, at least of the Anglo-vernacular students, with the Calcutta University, is still to be maintained. As long, however, as the Entrance and First Arts Examinations are conducted entirely through the medium of English, the students, not only of our colleges, but of upper schools also, will be compelled to learn Mathematics, History, Geography, and even Persian, Arabic, and Sanskrit Grammar from English books. Two remedies suggest themselves: the rules of the Calcutta University might be modified, or the Senate of the Panjab University College might be empowered to conduct the Entrance and First Arts Examinations. Unless one or other of these alternatives be adopted, it is difficult to see how the system of imparting instruction through the medium of the vernacular can be introduced.

Scholarships to college students to be awarded from the funds of the University College.

34. The Supreme Government has declined to sanction grants-in-aid of subscriptions that may be raised to provide scholarships for college students who do not obtain Government scholarships; but the Senate of the University College is empowered to award such scholarships should it see fit. For some time to

come there can be no hope that many students will attend college unless they are provided with stipends, but in the course of a few years this difficulty will pass away.

Scholarships sanctioned for European and Eurasian students in the Bombay Presidency

35. It may be worth while to bring to notice that this is not the case with native students only, and that about two years ago a scheme was sanctioned by the Supreme Government for providing stipends of the value of Rs. 30, 40, and 50 to all European or Eurasian students in the Bombay Presidency who should pass with credit a Preliminary Examination, the Entrance Examination, and the First Arts Examination, respectively. These stipends were intended to afford the means of subsistence, and not as rewards for exceptional merit.

LAHORE GOVERNMENT COLLEGE

Principal.....G. W. LEITNER, ESQ., M. A., PH. D.
Professor of Mathematics.....W. H. CRANK, ESQ.
Asst. Professor of Arabic.....MAULAVI 'ALMDAR HUSAIN.

Lahore Government College

36. The Lahore College contained at the close of the year 38 undergraduates, of whom 27 were regular students, and 11 casual students, *i. e.*, those who attend college for two or three hours daily. The latter are for the most part employed in Government offices in Lahore. There were also two non-matriculated students reading Law and English, and five men who studied only Law. At the end of 1867-68 there were nine students only. The average number on the rolls during the year under report was 19, and the average attendance, 13, against 9 and 6 for the previous year.

Increase in the amount of fees

37. There has been a great increase in the amount of fees collected during the year, which reached the sum of Rs. 415-8; whereas in 1867-68 only Rs. 120 were realized.

Of four candidates one passed the First Examination in Arts.

38. Four candidates presented themselves for the First Examination in Arts, held in December 1868, but only one was successful. He was placed in the 3rd division. Three students failed in the second language, two in English, one in Mathematics, and one in Philosophy. The result of the Departmental Examination of these students, held in July 1868, did not materially differ from that of the First Arts Examination, except that in the former they all acquitted themselves very fairly in English. One student was disgracefully bad in Arabic and in Mathematics, but I thought that the others would have a fair chance of passing the First Arts Examination if their studies were vigorously prosecuted to the close of the year.

No B A class, and one student in the third year class.

39. There was no fourth year class during 1868, and the third year class consisted of one student, who joined in April, and had only a month before the vacation to prepare for the Departmental Examination. He was under some disadvantage, as the course of

instruction at the Mission College, which he had previously attended, differed from that which was followed in the Government College. Though not very successful on the whole, he acquitted himself creditably in Mathematics and English. The results of the December Departmental Examination were less satisfactory in these subjects though more favorable in others.

Results of the Departmental Examinations of the first year class in July and December 1868.

40. Four students of the first year class were examined in July, and five in December 1868. The results of these examinations were, on the whole, creditable, though the Mathematical papers were somewhat slovenly in style. In each examination one student took up Sanskrit as the second language, and acquitted himself in a satisfactory manner.

Exertions of Dr. Leitner, and donation of Rs. 300 given by him for prizes.

41. Dr. Leitner has made great efforts during the past year to raise the attendance, and to induce the ex-students of the college, now employed in Lahore, to attend certain courses of lectures. In this he has met with considerable success, as will be apparent from the statistics given above, and from his own report. He has also given a donation of Rs. 300 for the award of prizes to successful casual students.

Ill health of Professor Crank, and employment of Messrs. Beddy and Rebsch in the college.

42. The college has suffered greatly from the ill health of Mr. Crank, the Mathematical Professor, who has been recommended for a pension in consideration of his services at Lucknow and other special circumstances. Mr. Beddy, the Head Master of the Zil' School, assisted in the college during 1868, and since then Mr. Rebsch, Assistant Master, has devoted his whole time to the latter institution

Lectures in Law given gratuitously by Mr. Powell.

43. Mr. Baden Powell, with great public spirit, has given gratuitous Law lectures, which have tended in no small degree to attract casual students to the college. Since the close of the official year he has been absent from Lahore, and the lectures have been discontinued. The attendance will no doubt suffer in consequence.

Donation of Rs. 800 by Muhammad Hayāt Khan for scholarships.

44. Muhammad Hayāt Khan, Extra Assistant Commissioner, has contributed from his private means, and has raised a subscription, for the purpose of bestowing scholarships on students of the Lahore College and School. I have always found this gentleman most anxious, by every means in his power, to promote the advancement of education. On the present occasion he has afforded, to several students, who must otherwise have left college, the means of prosecuting their studies.

Progress of the Lahore College, unsatisfactory.

45. Owing to the ill success of the 2nd year students in the First Arts Examination, the educational progress of the college to the close of 1868 cannot be considered altogether satisfactory, and I regret to state that Professor Ellis, of the Dehli College, who has been appointed to officiate as Principal at Lahore, during the absence of

Dr. Leitner on leave, reports that he found the English classes generally, and more especially the first year class, in a very unsatisfactory condition. The report of Mr. Pearson, the Inspector of the Rawal Pindi Circle, who has just conducted the Departmental Examination* in English literature, corroborates this statement. The solitary fourth year student acquitted himself very badly; the third year student was absent; the second year class did fairly; but in the first year class, with one exception, none of the students "sent up good work, and most of them are very imperfectly prepared in their subjects, the questions set being extremely simple." It is possible that the sudden influx of so many casual students, whose amount of knowledge probably differed considerably, may have somewhat interfered with the efficient instruction of the regular students; but I am much disappointed at the present condition of the classes as shown by the reports of the Officiating Principal and the Inspector.

* Held in July 1869.

46. The scholarship for the past year of £200 per annum tenable in England has been awarded to Suraj Bal, a casual student of the college, and son of Pandit Manphul, late Mīr Munshi. The love of enterprize inherent in the people of the Panjab is shown by the large number of students and ex-students of the college who were candidates for this scholarship.

The scholarship of £200 per annum tenable in England awarded to Suraj Bal.

47. The zil' school and its branches have been reorganized during the year, and now comprise three divisions, the upper school, the middle school, and the lower school. The latter, however, are supported under article XIV of the grant-in-aid rules, and are included in the return of indigenous schools.

Division of the zil' school into upper, middle, and lower departments.

48. The upper school contains 34 students, of whom 16 are in the first class, 11 in the second, and 7 in the third. The reason that there is so small a number in the third class, is, that admissions have been checked by the middle school examination, a description of which will be found in para. 82.

The upper school contains 34 students.

49. The middle schools are two in number, the zil' and the Shah 'Almi schools; the former contains 71, and the latter, which has been lately organized, 38 students.

The middle schools, two in number, contain 109 students.

50. The number of students in the upper and middle schools fell off steadily from 131 to 103, but in November there was a favorable turn, and there are now altogether 143 students.

The upper and middle schools contain 143 students

51. There are four lower class schools, supported, as already stated, on the grant-in-aid system. The number of pupils attending these schools has diminished considerably. This is owing to the fact that when they were reorganized it was found necessary to abolish one school, and to amalgamate two others, and that this measure was apparently carried out without due care by the head master, and resulted in an immediate loss of nearly 150 boys. These schools now contain 294 boys, and it is doubtful whether a much larger number could be efficiently taught by the existing staff.

The lower class schools, four in number, contain 294 boys.

52. The Lahore zil' school sent up 9 candidates for the Entrance Examination, Calcutta University, of whom 1 passed in the second, and 3 in the third division. The classes that underwent Departmental Examinations acquitted themselves in a very satisfactory manner, and out of 10 candidates for the middle school examination, 7 passed with credit. On the whole, substantial progress has been made during the year; and Mr. Beddy, the Head Master, deserves credit for the manner in which he has conducted his duties.

Progress of the Lahore zil' school creditable to Mr Beddy, the Head Master.

DEHLI GOVERNMENT COLLEGE

Principal	C. R. Cooke, Esq., B. A.
Professor	W. Ellis, Esq., M. A.
Assistant Professor of Arabic ...	Maulavi Ziya-ud-din.

53. The Dehli College contains 25 students, or one less than at the close of 1867-68. The average number on the rolls was 23, and the average attendance, 21, against 19 and 18 for the previous year. The fees amounted to Rs. 483; in 1867-68 only Rs. 373 were collected.

Dehli Government College.

54. Ten students have left the college during the course of the year; of these seven have obtained appointments on an average salary of Rs. 75 per mensem; one has gained a scholarship of Rs. 50 per mensem at the Rurki College, another is studying for the pleadership examination, and one, a most promising student, is dead.

Ten students left the college during the year

55. The results of the examinations of the Calcutta University have been very favorable to the Dehli College. One student has passed the B. A. Examination in the second division, and a few marks more would have placed him in the first. Out of four candidates for the First Arts Examination, one took the fifth place amongst all the students of the Bengal Presidency, and two passed in the third division.

Results of the Calcutta University examinations, very favorable to Dehli College

56. In the Departmental Examination, held in July 1868, Sri Ram, the only student of the fourth year, passed in all subjects and obtained a sufficient number of marks to place him in the second division—the position he actually obtained in the subsequent B. A. Examination. Only three of the four students of the second year class were examined; of these Hukm Chand obtained marks sufficient to place him in the first division—the position that was subsequently assigned to him in the First Arts Examination. The other two gained about equal marks with those of Lahore, who subsequently failed at the First Arts Examination; they were, however, inferior to the Lahore students in English. I considered that with diligence they would have a fair chance of passing—an opinion that was justified by the result.

Results of the examination of the 4th and 2nd year classes, held in July 1868.

57. The results of the July and December Departmental Examinations of the first and third year classes were on the whole satisfactory. As observed by the Principal, out of the four students who then composed the third (now the fourth) year class, two ought to pass the B. A. Examination in the beginning of 1870.

Results of the Departmental Examinations of the 1st and 3rd year classes, held in July and Decr. 1868, satisfactory.

58. Three senior and eight junior scholarships were competed for by the students of affiliated colleges in the Panjab, and two of the former and five of the latter were awarded to the Dehli College.

Out of 3 senior and 8 junior Govt. scholarships, 2 of the former and 5 of the latter gained by Dehli College boys.

59. A scholarship of Rs. 35 per mensem, tenable in the Dehli College, has been founded by Mrs. Bathoe, widow of the late Mr. Charles Gubbins Bathoe, of the Bengal Civil Service. Lala Wazir Singh, with his accustomed generosity, has given two scholarships, of the value of Rs. 10 per mensem each, tenable during the year 1869. This liberality is the more noteworthy as he subscribes Rs. 35 per mensem towards the support of an aided Anglo-vernacular school in the city.

Gubbins's and Wazir Singh's scholarships.

60. When Mr. Cooke took charge of the Dehli College, shortly before the commencement of the year under report, it was ruled that he should, in the first instance, draw only Rs. 600 per mensem, and that the saving of Rs. 100, with an additional sum of Rs. 40 per mensem, should be expended on a Native Assistant Professor. Lalas Bharon Parshad, B. A., and Sri Ram, B. A., have been employed successively in this capacity, and have worked well; but the college will not compete on equal terms with similar institutions in other parts of India until a second European Professor is appointed.

A second European Professor, needed for the Dehli College.

61. The first year college class, formed in January 1869, have elected to study Sanskrit in preference to Arabic, and a Sanskrit Assistant Professor will soon be urgently required. As a temporary arrangement, they receive instruction from the Head Pandit of the aided Anglo-Sanskrit school, lately established in the city.

Assistant Professor required to teach Sanskrit, which is elected by 1st year class in preference to Arabic.

62. I entertained hopes that the appointment of an additional Professor and Assistant Professor would set free the Rs. 100 per mensem which is at present deducted from the pay of Mr. Cooke, and that his full salary might be allowed to him from the commencement of the current official year. I much regret that this has not been practicable, as he is, I believe, the only Principal of a Government College in the Bengal Presidency who receives less than Rs. 700 per mensem.

Mr Cooke, under paid.

63. Great credit is due to Mr. Cooke, to Professor Ellis, and to Maulavi Ziya-ud-din, the Assistant Arabic Professor, for the signal success that has attended their labors during the

Great credit due to the college staff.

past year. They have fully maintained the honorable position that was gained by the Dehli College under the late Principal.

Changes in the zil' school and the schools attached to it.

64. The Dehli Government school and the various schools attached to it have undergone some changes during the year. There is now an upper school, a middle school with two parallel sets of classes, and a branch school, an Anglo-Sanskrit aided school, and two Anglo-vernacular aided schools, all of the middle class. Subsidiary to these are eight purely vernacular schools, which constitute the lower department. These receive a grant under article XIV of the grant-in-aid rules.

The upper school contains 73 boys.

65. The upper school comprises three classes with 73 boys. It sent up ten candidates for matriculation, of whom two passed in the first, and five in the second division. These have all entered the college, and, having taken good places at the Entrance Examination, are likely to do well.

Constitution of the middle school with two parallel sets of classes.

66. The middle school contains two parallel sets of classes, and the course of study, as now fixed, extends over five years instead of over three years-and-a-half, as in other middle schools. In one division Arabic is taught, and in the other, Euclid and Algebra instead of Arithmetic only, as in ordinary middle schools. In the branch school the usual course of instruction for middle schools is followed.

Lala Rami Mal, founder of the Anglo-Sanskrit school at Dehli

67. The Anglo-Sanskrit school owes its origin to Lala Rami Mal, a public-spirited native gentleman, who came forward entirely of his own accord and offered to subscribe Rs. 50 per mensem towards the maintenance of a Sanskrit school. Other native gentlemen joined him, and a Committee of Management has been formed which consists of some of the leading men of the city. The school is already very popular. The course of study extends over five years. Instruction in general knowledge is conveyed through the medium of Urdu, and so much Persian is taught as is considered necessary to give command over the Hindustani language as spoken and written by natives of Dehli in the present day.

Schools of Lalas Wazir Singh and Ishri Parshad

68. The schools of Lalas Wazir Singh and Ishri Parshad continue to flourish. They correspond with the Government branch school. The public-spirited managers contribute each Rs. 35 per mensem towards their support.

The middle schools will supply good students in large numbers for the upper school

69. The middle school sent up 28 students to the middle school examination, of whom 10 passed For many years the instructive staff of the Dehli school was quite insufficient to teach so many boys, and most of the classes were decidedly weak in all subjects. The success that has been achieved in the Entrance Examination has been due to the efforts of the head and second masters, who have always been condemned to work on ill-prepared material. The boys who pass through the middle school, as now organized, will have

received an education superior to that which can be obtained in any Government school of the same class in the province,* and a great improvement in the upper school must necessarily follow. The Anglo-Sanskrit and other aided schools and the branch school should soon supply a considerable number of candidates for the middle school examination. The Government and aided middle schools contain together 573 students.

* The system is suited only to a large city like Dehli, where there are numerous middle schools, and considerable variation in the curriculum is possible. It would not be expedient to compel all students to go through the course of study described in paras. 66 and 67.

70. The number of lower class schools has been reduced from 10 to 8, and the two that were situated in the suburbs at such a distance that they could not harmonize with the general scheme of Government education, have been made over to the Revd. Mr. Smith. The lower class schools contain altogether 505 pupils.

Lower class schools.

71. It will be observed that the system that has now been established at Dehli will enable a student, who has passed through the lower school, to enter on the usual course of study for middle schools, and to receive instruction in the English and Persian languages, and in Arithmetic, History, and Geography, which are taught through the medium of the vernacular; or he may, if he prefer it, enter a school where he will have an opportunity of learning Arabic, Sanskrit, or Mathematics—subjects which are usually taught in upper schools only.

In the organization of middle schools at Dehli, provision has been made for learning Sanskrit, Mathematics, or Arabic.

72. This system will eventually necessitate a change in the upper school, which is at present so organized as to afford instruction to students who have received the ordinary middle school education.

Changes in the system of the upper school, contemplated.

73. There are at present 16 boarders at Dehli; they all hold scholarships, and have been sent in by the Inspector from secondary schools. Several applications have been received from boys who would enter as self-supporters, were accommodation available.

Boarders at Dehli.

74. The Dehli College and upper school are now located in the buildings which belonged to the old Dehli College. The Dehli Normal school is held in a building in the same compound, which is urgently required for the use of boarders. The middle school is held in a native house, the approach to which is of a very objectionable character. For this we have to pay a high rent. The branch school, the Anglo-Sanskrit school, the schools of Lalas Ishri Parshad and Wazir Singh, and the purely vernacular schools are all held in buildings which are rented at considerable expense. The Government contributed Rs. 50,000, and Rs. 10,000 were paid from the educational cess fund for the erection of that part of the Dehli Institute which was designed for the accommodation of the Dehli College. This portion of the building has been diverted from its original purpose, and contains at present a

The college and the upper school are located in the buildings which belonged to the old Dehli College. The middle and lower schools are held in hired buildings. The portion of the Dehli Institute which was designed for the college is not so used.

reading-room, a library, of which only one native is a member, and a ball-room, which is, I am informed, on special occasions given up for native use. *

* A separate reference on this subject will be submitted.

75. Mr. Kirkpatrick, the Head Master, is deserving of special commendation for the efficient manner in which he has conducted his duties during the past year. He has been successful as a teacher, and has done much to improve the discipline of the school, and to foster the love of manly exercises amongst the boys. Mr. Rebsch, the Second Master, and the other teachers mentioned by the Principal, are also deserving of credit.

Commendation of Mr. Kirkpatrick, the Head Master, and of other masters.

SECTION IV.

GOVERNMENT SCHOOLS.

76. The following statement shows the statistics of all Government schools in the prescribed form :—

Government schools.

Description of institutions.	Number of institutions.	Number on the rolls at close of 1868-69.	Average number on the rolls monthly for 1868-69.	Average daily attendance.	Total expenditure.	
					From imperial revenue.	From local funds.
Govt. schools, Higher class...	7	1,068	1,112	925	66,480	8,842
Do. do. Middle class ...	94	9,918	9,674	8,361	80,523	28,631
Do. do. Lower class ...	1,464	51,362	48,765	43,039	26,932	1,47,668
Govt. Female schools ...	206	4,448	4,518	4,031	3,606	11,460
Do. Normal schools ...	8	255	238	198	15,512	15,452
Do. Jail schools ...	24	5,120	5,147	4,749	227	2,736
Total ...	1,803	72,171	69,454	61,303	1,93,280	2,14,789

A.—GOVERNMENT ZIL' SCHOOLS.

77. Zil' schools of the higher class comprise with their branches three departments, the upper, middle, and lower school. The upper school contains three classes, the middle school four classes, and the lower school three classes: and the course of study extends over eight years.

Zil' schools comprise three departments.

78. The lower department usually comprises several schools, located in different buildings, one such school being generally held in the same building as the main school. All these schools were until recently reckoned as integral portions of zil' schools. Last year, however, branch schools, *i. e.*, those that are held in separate buildings, were distinguished from the main school. Now almost all branch schools, and in some cases the entire lower departments of zil' schools,

The lower department maintained generally on the grant-in-aid system.

have been placed on the grant-in-aid system, and arrangements are in progress for extending this measure to all lower schools, so that zil' schools may contain no students who have not first passed through a primary school.

Proposal to regard upper departments as distinct schools

79. It is proposed also to regard, as distinct schools, the upper departments of zil' schools of the higher class; so that higher class Government schools will consist of the upper department only. The middle departments of such schools will be classed with zil' schools which contain no upper department. It was not practicable to carry out this measure during the year under report, but the number of students in each department is shown in the returns.

The lower department will be separated from the middle class schools.

80. Zil' schools of the middle class contain at present two departments, the middle and lower school. Such schools will, in future, consist of one department only; the lower school, as already explained, being in all cases placed on the grant-in-aid system.

Standards of education given in the upper, middle, and lower schools.

81. The upper school affords instruction to the standard of the Calcutta University Entrance Examination, and the middle school, to the standard of the middle school examination. In the lower school, reading and writing the vernacular, Urdu Grammar, and a little Persian, Arithmetic, and Geography are taught. The study of English commences in the middle school.

Subjects of the middle school examination.

82. The following are the subjects for the middle school examination :—

A. *English.*—Translation into Urdu or Hindi in the Persian or Nagri character of: (1) a moderately easy passage from any English book, not in the course of study for Government schools; (2) passage from a newspaper on a subject likely to be easily intelligible; (3) paper of sentences.

Translation into English of similar papers in the Urdu or Nagri character.

Paper on grammar and idiom, &c.

Penmanship.

B. *Urdu or Hindi.*—Grammar, dictation in the Persian or Nagri character, transliteration or dictation in the Roman character (to be optional at the examination of 1868), composition, penmanship.

C. *Arithmetic.*—Including vulgar and decimal fractions, proportion, practice, interest, discount, and profit and loss.

D. *Geography.*—General knowledge of geography; more particular knowledge of geography of India.

E. *History.*—Waqi'at-i-Hind.

F. *Persian.*—Translation into Urdu of: (1) passages from books not read in Government schools, of equal difficulty with the "Anwar-i-Suhaili" or the "Diwan-i-S'adi;" (2) paper of sentences.

Translation into Persian of similar papers in Urdu.

Grammar.

83. In order to pass, a student must obtain 50 per cent. of the maximum number of marks in each subject.*

50 per cent of the maximum number of marks in each subject must be obtained to pass the middle school examination

84. History and Persian are optional subjects for grant-in-aid schools, but compulsory for Government schools. Eventually, however, it is proposed that History, if not Persian, shall be compulsory for all schools.

History and Persian are optional subjects in aided schools

85. No student† can enter the upper school till he pass the middle school examination, and no student can present himself as a candidate for the Entrance Examination until he has completed the prescribed course of study for the upper school, and this extends over three years.

Students are not admitted in the upper school without passing the middle school examination, and they remain for 3 years in the upper school before going up for the Entrance Examination

86. I believe that a measure of this description was absolutely necessary to check the pernicious practice of "cramming," which is at present almost universal. Under the system that has hitherto prevailed it is inevitable that both masters and pupils should regard the acquisition of sound knowledge as quite a secondary object in comparison with the all-important question,—what must be remembered to enable a student to scrape through the Entrance Examination. To pass in the third division a very superficial knowledge of the languages and the other subjects of examination may suffice.‡ It has consequently been very common to allow a clever boy to skip over one or even two classes at a time, and thus to push him on to the top of the school as soon as possible. Boys who are not promoted quickly are discontented, and the result too often is that all classes are studying subjects beyond their powers. Thus, a few boys matriculate a year or two sooner than they otherwise could, but they do not become sound scholars; whilst the number of failures is far greater than is at all necessary, and the real progress much slower than it would be under a better system. In future, all students will be compelled to go through a carefully considered course of study, on which they cannot possibly enter till they are prepared to do so with advantage.

This system will check "cramming," which is at present almost universal

87. The first middle school examination took place in January last, but this examination will in future be held in the month of December. Out of 164 candidates from Government schools 73 passed, and of these 34 obtained 30 per cent. of the maximum number of marks in each subject.

Results of the middle school examination

88. At the close of 1867-68, there were six zil' schools of the higher class, viz.: in the Ambala Circle, Dehli and Rewari; in the Lahore Circle, Lahore and Amritsar; and in the Rawal Pindi Circle, Gujrat and Gujranwala. Since then Dera Ghazi Khan, in the Frontier Circle, has been added to the number.

Increase of the number of zil' schools of the higher class from 6 to 7

* It was impossible to introduce so high a standard all at once, and at the first examination, accordingly, students who obtained 40 per cent of the maximum number of marks for all subjects were allowed to pass without regard to the number obtained for each individual subject At the next examination a candidate must gain 30 per cent in each subject, in 1870, he must obtain 40 per cent, and in 1871, the full proportion, i e., 50 per cent

† Those already in the upper school were not required to pass

‡ The English Entrance Course is a small book of selections, and the 'Arabic Course,' a still smaller book of selections To pass in languages, a student must obtain 33 per cent of the maximum number of marks, in Mathematics, 25 per cent.

Increase of pupils in the upper and middle departments of the 7 zil' schools of the higher class.

89. There were on the 31st March 1869, 204 boys in the upper departments of these schools, whereas at the close of the previous year the corresponding classes contained only 176 boys. This shows satisfactory progress, more especially when it is remembered that the increase of numbers has been very greatly checked by the new middle school examination. There has been a much greater increase in the middle departments of these schools, where the numbers have risen from 389 to 554; the number of boys in the lower department, on the other hand, has decreased owing to the transfer of many of the classes to aided schools.

Zil' schools of the middle class, 17 in number.

90. At the end of 1867-68, there were 19 zil' schools of the middle class. Of these the Peshawar school was closed on the 1st April 1868; the Syalkot school was soon after made over to the Mission at that station; and the Dera Ghazi Khan school has been raised to the higher grade. The aided school at Kohat, on the other hand, has been made a zil' school, so that there are now 17 schools of this class. These schools have been hitherto unable from different causes to send up successful candidates to the Entrance Examination. In some cases the local demand for clerks has been so great that boys could not be induced to remain at school long enough to enable them to pass; but in the majority of instances the instructive staff has been quite incapable of teaching to so high a standard. I hope, however, that in the course of a few years most of these schools will be ranked in the higher class.

The 17 zil' schools of the middle class contain 746 boys in the middle department.

91. The 17 zil' schools of the middle class contained, on the 31st March 1869, 746 boys, exclusive of those belonging to the lower department. At the close of 1867-68, the corresponding classes of the 19 middle class zil' schools, then in existence, contained 555 boys only.

Decrease in the number of boys attending zil' schools

92. Owing to the transfer of some of the classes of the lower departments to aided schools, and the reduction of the Government schools at Peshawar and Syalkot, the total number of boys attending all zil' schools has fallen from 3,237 to 2,811, though there has been, as stated above, a considerable increase in the number of pupils attending the upper and middle departments. The fees collected during the year under report amounted to Rs. 7,902-5-7,* whereas in the previous year Rs. 8,171-5-8† were realized. Considering the decrease that has taken place in the total number of boys, and bearing in mind also that famine and scarcity have prevailed during nearly the whole year, these figures are, I think, quite satisfactory.

* Higher schools	Rs 4,722	15	4
Middle do.	,, 3,179	6	3
	,, 7,902	5	7
† Higher schools	,, 3,375	0	2
Middle do.	,, 4,796	5	6
	,, 8,171	5	8

Notice of certain head masters of zil' schools.

93. The services of the following masters are specially deserving of commendation, besides those noticed in paragraphs 52 and 75 in connection with the Lahore and Delhi schools:

MR. LINDSAY.....Head Master of the Amritsar School.
JAI GOPAL SINGH..... Ditto of Batala School (now Head Master, Rawal Pindi Normal School).
PARTAB SINGH.....Head Master, Rahūn School.
MULRAJ..... Ditto, Dera Ghazi Khan School.
MR. BUCHANAN..... Ditto, Gujrat School.
HIRA LAL..... Ditto, Bhewani School.

Many other masters have performed their duties in a satisfactory manner, and are duly noticed in the reports of Inspectors and Principals.

Indifference of the Local Committees of Public Instruction.

94. As a general rule, Local Committees of Public Instruction afford very little assistance. By a recent order of Government, Deputy Commissioners have been appointed *ex-officio* Presidents of Educational Committees wherever there is a zil' school at the head-quarters of a district. These officers have, however, little time to spare for educational matters, and as the Committees are composed for the most part of members who are themselves uneducated, it is perhaps idle to hope for any great results at present.

B.—GOVERNMENT TOWN SCHOOLS.

General statistics of town schools.

95. At the close of 1867-68, there were 77 town schools. Of these 5 schools in the Gurgaon District have been placed on the grant-in-aid system,* and do not accordingly appear in the return of Government schools. There are now 74 town schools containing 8,092 students, the average number on the rolls was 7,757, and the average attendance, 6,789. After deducting the students of the Gurgaon District, the figures for 1867-68 were as follows :—

* See para 140, under head of aided schools of the middle class.

On the rolls at the close of the year	7,538
Average number on the rolls	7,551
Average attendance	6,470

The fees have risen from Rs. 1,933-12 to Rs. 2,117-11-9. The schools are attended by 5,408 Hindus, 2,121 Muhammadans, and 563 Sikhs and others. There is no very remarkable change in the proportion of students of each religion, though the number of Muhammadans has somewhat fallen off as compared with the others : 1,125 students were learning English ; 6,475, Urdu ; 952, Hindi (Nagri); 610, Landi, Mahajani, &c.; 1, Arabic; 3,083, Persian; and 11, Sanskrit. Putting out of considertion the schools of the Gurgaon District, these figures show an increase of about 200 in the number of students learning Persian, and a falling off of more than 200 of those learning English.

Progress in study of town schools

96. The three first classes of town schools contain 392 boys, and the 4th and 5th, 1,315. At the close of the previous year (exclusive of the Gurgaon District), they contained respectively 391 and 1,178. The following table shows the percentage of students

in each class at the close of the year under report, and at the end of 1867-68. The proportion of students in the upper classes is still higher in the Ambala Circle than in the other circles, and the Ludhiana District in this respect excels all other districts in the province :—

Percentage of scholars at the close of	Town school classes.							
	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.
1867-68	0·4	1·2	3·7	5·9	9·4	17·5	17·0	44·8
1868-69	·35	1·01	3·49	5·65	10·66	16·74	17·79	44·31

C.—GOVERNMENT VILLAGE SCHOOLS.

General statistics of village schools.

97. Whilst the number of village schools has been reduced from 1,555 to 1,462, the number of pupils on the rolls has fallen from 51,326 to 51,276 only, and the average attendance has risen from 42,632 to 42,967. The fees amounted to Rs. 4,652-9-10, against Rs. 4,236-1-6 collected in the previous year. Of the total number of students borne on the rolls, 26,666 are Hindus, 19,997 Muhammadans, and 4,613 Sikhs and others. The proportion of Hindus has slightly increased, but it is remarkable that whilst in town schools Hindus exceed Muhammadans in the proportion of more than 2 to 1, there should be comparatively so little difference in the numbers attending village schools. In the village schools of the Rawal Pindi and Frontier Circles, Muhammadans are more numerous than Hindus, and in the village schools of the Lahore Circle, the preponderance of the latter is small as compared with that which is found in town schools.

Progress in study in village schools

98. The number of students in the three first classes of village schools has risen from 345 to 348, and the number in the fourth and fifth classes, from 5,125 to 5,336. The following table shows the percentage of students in each class at the close of 1867-68 and 1868-69, respectively :—

Percentage of scholars at the close of	Village school classes.							
	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.
1867-68	0	·06	·6	2·4	7·6	16·1	18·8	54·4
1868-69	·01	·07	·61	2·44	8·01	16·16	18·53	54·17

Collection of fees in village schools in different districts varies greatly.

99. The amount of fees realized in village schools still varies greatly in different localities. In the majority of districts the orders on the subject are not enforced. Ludhiana is the only district in the Ambala Circle where a fair amount has been collected. In Dehli the fees for the whole year amounted to less than

Rs. 13. In the Gurdaspur District Rs. 1,151-9-1 were collected (or much more than in the whole Ambala or Rawal Pindi Circles), and in the Lahore District only Rs. 77-14 were realized. After Gurdaspur comes Hushyarpur, in which Rs. 746-7 were taken, and Jalandhar, where the amount was Rs. 468-15. In the Rawal Pindi Circle Syalkot contributed Rs. 269-8 and Gujranwala Rs. 249-7, whilst in Rawal Pindi only Rs. 26-11 were collected.

Elementary English school and the vernacular school to which it is attached, considered one school

100, Attached to town and village schools there is sometimes an English teacher who is supported by subscriptions, or a payment from municipal funds supplemented by a Government grant. Hitherto it has been customary to frame a separate return of "English elementary schools," so as to show the statistics of the English classes separate from the vernacular schools to which they are attached. As all or nearly all the boys attending such classes receive instruction in the vernacular classes also, it appears a simpler plan to treat the English classes as an integral portion of the schools of which they form a part, and their statistics have accordingly on the present occasion been incorporated in the returns of village and town schools.

Knowledge of English imparted in elementary English schools, very meagre

101. In some few cases the English teachers attached to town and village schools are doing really good work, but there can I think be no doubt that as a general rule the appointment of such masters was premature. The salaries are for the most part insufficient to secure competent teachers, and proper supervision is as a general rule quite impossible. The schools are examined once a year by the Inspector, and between his visits must take care of themselves. The acquisition of a slight smattering of English is utterly worthless as an educational exercise, and is likely to interfere with the prosecution of vernacular studies.

The funds laid out on elementary English schools may be much more beneficially expended on scholarships

102. If the money expended on the elementary classes would be devoted to the foundation of scholarships tenable at schools of a higher grade, great good would result. Unfortunately the subscribers are generally actuated by the desire of obtaining instruction in English for their own children, and have not the slightest wish to provide for others a superior vernacular education, or an opportunity of learning English in which their own sons may be unable to participate.

Progress of vernacular schools, satisfactory

103. Considering that 1868-69 has been a year of famine and of sickness, it is satisfactory to find that our vernacular schools have made decided progress; the improvement that has taken place is quite as great as could have been reasonably expected. At the same time there are various causes which up to the present time have prevented these schools from holding such a position as they should in my opinion have attained.

Want of proper supervision and inefficiency of village school teachers

104. The want of proper supervision has already been referred to under the head of inspection (*vide* para. 21). Until this evil is remedied, our educational system cannot be altogether satisfactory. The second great evil is the inefficiency of

the majority of the teachers of primary schools. The principal cause of this inferiority has now been removed, as the lowest salary for a village teacher will in future be Rs. 10, instead of Rs. 5. We shall thus be able to induce better men to enter the department; but a considerable time must elapse before the full advantages of this measure can be seen.

Popularity of the Persian language, and aversion to History, Geography, Mathematics, and Natural Philosophy

105. The study of Persian is highly popular for its own sake, and in the best of our vernacular schools this language is very much better taught than in indigenous Persian *maktabs*. The regular curriculum includes the *Gulistan*, *Bostan*, a part of *Anwar-i-Suhaili*, *Abulfazal*, &c. The study of History, Geography, Mathematics, and the Elements of Natural Philosophy is on the other hand very unpopular, and a knowledge of these subjects is as a general rule of no practical value whatever to a student in search of employment. There is not the slightest doubt that our schools would have gained unbounded popularity amongst the people at large, had every subject but Persian been excluded from the scheme of studies. The whole influence of Munshís and of minor Government employés is still in many cases actively exerted against the Government system of vernacular education, for the simple reason that this class can see no benefit in the study of anything but Persian or Arabic.

For the success of the Government scheme of study, candidates for Government employment should pass an examination in the subjects included in that scheme

106. I pointed out this fact about five years ago, and proposed as a remedy that all persons who might become candidates for Government employment after a certain date, should be required to pass an examination. My suggestion was adopted by the late Director, and was submitted to Government. It received the warm support of the late Sir Herbert Edwardes, who made an eloquent address on the subject to the Sardars and other natives assembled at an Educational Darbar at Ambala. The proposal was, however, eventually allowed to fall through. I shall take an early opportunity of bringing the matter before the Senate of the University College, pending the constitution of which body I have refrained from submitting renewed proposals to Government.

Primary schools, and the funds available for them.

107. The one per cent. cess is the only fund at present available for the support of primary schools. I think that this fund should be expended for the exclusive benefit of the agricultural population, and that it ought not to be spent, as it often is at present, in maintaining so-called village schools in towns where non-agriculturists preponderate.* The imperial funds cannot be made available for the support of primary schools,† and the only alternative which offers a reasonable prospect of success is the imposition of an educational rate on all non-agriculturists. If a sufficient amount could be raised by this means, a complete system of primary and secondary

* It is I believe proposed at future assessments to double the amount of the cess, but the increased income will certainly not be more than will suffice to establish agricultural schools, and to provide primary schools for girls as well as boys

† The Supreme Government has lately laid down the general principle that primary schools should be supported from local funds, and that they are not as a general rule to be held eligible for grants in aid

vernacular education for towns might be introduced, with exhibitions to higher class schools and the University College.

Measures in contemplation for testing progress in vernacular schools.

108. The Inspector of the Rawal Pindi Circle has given in his report a statement of the number of students in each district who passed an examination in reading and dictation, and the report of the Inspector of the Ambala Circle contains an elaborate return of the number of students in every school who passed a satisfactory examination in the subjects prescribed for each class. The Lahore Circle contains so many scholars, that anything like an examination of every individual boy has hitherto been quite impossible. Now, however, that an Assistant Inspector has been appointed, a much greater amount of work can be accomplished. It will not be necessary that every boy should be examined every year in each subject, but I contemplate the introduction of fixed standards of the same nature as those laid down for zil' schools. It will then be the duty of the Inspector to ascertain each year how many boys have attained to each standard; the intermediate classes can be examined collectively. By this means Government and the public, as well as the Officers of the Department, and the District Officers in charge of the schools, will be able to form a clear and accurate estimate of the state of education, and the progress made each year. The reorganization of primary and secondary schools, and consequently the nature of the proposed standards, has been deferred with the view of obtaining the opinion of the Senate of the University College.

The proposal to establish an Anglo vernacular school at Gurdaspur, postponed.

109. The movement noticed in my last report for the establishment of a Central Anglo-vernacular school in the Gurdaspur District has been temporarily postponed (*vide* para. 64 of the report by the Inspector Lahore Circle).

D.—GOVERNMENT FEMALE SCHOOLS.

General statistics of Government female schools

110. The number of Government female schools has been reduced during the year from 272 to 206, the number of girls on the rolls, from 5,653 to 4,448, and the average attendance, from 5,120 to 4,031. At the close of the year 153 girls were learning English; 3,561, Urdu; 461, Hindi (Nagri) and Gurmukhi; 29, Landi, Mahajani, &c.; 193, Arabic; 522, Persian; and 6, Sanskrit.

Expenditure from imperial revenue

111. It was ruled by the Supreme Government that the sum of Rs 10,000 per annum, allowed for female schools, should not be given after the close of 1867-68, and that subsequent to that date all schools not maintained from the one per cent. cess * must be supported on the grant-in-aid system. Some exceptions, however, were allowed to this rule; but the expenditure from the imperial revenue has been reduced

In schools maintained from the cess, the majority of girls should belong to the agricultural class

from Rs. 9,652 to Rs. 3,606. This has necessitated a corresponding reduction in the number of schools.

Prejudice against female education, removed.

112. The condition of these schools is at present unsatisfactory, and very many are no doubt quite useless. As an Inspectress has now been appointed, they will be in future carefully examined and reported on, and the Normal schools that have been already set on foot, or may be hereafter established, will in the course of a few years supply competent teachers. All that has yet been accomplished is the removal of the violent prejudice that formerly existed against girls' schools. Though there may be little interest in the matter, the advantages of female education are now generally admitted, whereas a few years ago I was sometimes quite astonished at the very strong feeling of repugnance that was shown at the mere mention of this subject.

E.—GOVERNMENT JAIL SCHOOLS.

General statistics of jail schools.

113. The number of jail schools has been increased from 23 to 24, the number of prisoners under instruction has risen from 4,679 to 5,120, and the average attendance, from 4,043 to 4,749. There is still a large preponderance of Muhammadans.

Statistics of jail schools, not trustworthy.

114. The Inspector General of Prisons, after consulting me on the subject, submitted a proposal for the appointment of competent teachers in all the principal jails. The proposal was negatived, partly on the grounds that satisfactory results were attained under the existing system. I am inclined to concur with the Inspector of the Rawal Pindi Circle in his belief that the statistics that are put forward of men who have learnt to read and write in jails are not always trustworthy. It is not improbable that the prisoners themselves find it advantageous to disguise their knowledge in the first instance, in order that they may gain the credit of making rapid progress.

Good results of the instruction given in jails.

115. The Inspector of the Lahore Circle considers that excellent results are obtained from the instruction given in jail schools; and that officers in charge of jails give the subject far more attention than they did formerly. Dr. Henderson has greatly interested himself in the progress of prisoners under instruction in the Lahore Jail, and the system in force is reported to be particularly good. English is taught by an English prisoner to those who can read and write their own language—a practice which appears to me to be of somewhat questionable utility.

The Ambala Jail school, in perfect order

116. The Ambala Jail school is reported to be in perfect order. Dr. Bateson has devoted great attention to the organization of this school, and its very satisfactory condition is owing to his exertions.

SECTION V.

PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

117. The following is the prescribed statement :—

DESCRIPTION OF INSTITUTIONS.	No. of institutions.	No. on the rolls at close of 1868-69.	Average No. on the rolls monthly, 1868-69.	Average daily attendance.	Grants given by Government.	Expenditure from all sources other than grants given by Govt.
Colleges ...	1	17	10	8	2,265	2,570
Schools of Higher Class ...	9	1,995	1,893	1,562	29,700	39,211
Schools of Middle Class ...	40	3,631	3,389	2,709	52,706	52,888*
Schools of Lower Class ...	163	9,069	8,685	7,062	17,388	27,965†
Female Schools ...	516	13,010	12,429	10,415	35,612	38,329
Aided Normal Schools ...	5	190	138	118	9,508	6,056
Total ...	734	27,912	26,544	21,874	1,47,179§	1,67,019‡

118. The monthly expenditure on grants-in-aid has advanced during the year from Rs. 11,613 to Rs. 13,458-1-4; the net increase since the commencement of the year is Rs. 1,845-1-4. Details are shown in the following statement :—

NAMES OF SCHOOLS.		Amount.			Total.			Date from which sanctioned.
Additional Grants.		Rs.	A.	P.	Rs.	A.	P.	
1. Mission School, Syalkot ...	50 to 120	70	0	0				1st May 1868.
2. City Mission School, Peshawar ...	225 „ 285	60	0	0				„ April „
3. Rawal Pindi Mission Cantonment School	50 „ 64	14	0	0				„ „ „
4. Lahore Mission Branch Schools ...	110 „ 175	65	0	0				„ May „
5. Lahore Christian Girls' School ...	35 „ 90	55	0	0				„ Jany. 1869.
6. Rawal Pindi Mission Female School	8 „ 18	10	0	0				„ July 1868.
7. Lahore Female Normal School ...	50 „ 440-10-8	390	10	8				„ April „
8. Anglo-Sanskrit School, Lahore ...	40 „ 51	11	0	0				„ „ „
9. Christian Vernacular Education Society Normal School, Amritsar	100 „ 150	50	0	0				„ „ „
10. Rawal Pindi *cum* Murree School	200 „ 250	50	0	0				„ „ „
11. Elementary English School, Kartarpur	10 „ 15	5	0	0				„ „ „
12. Ambala 'Amla School	39 „ 80	41	0	0				„ „ „
13. Lahore Hindu School	70 „ 150	80	0	0				„ „ „
14. Elementary English School, Nil-ka-Katra, Dehli	50 „ 60	10	0	0				„ Oct. „
15. Elementary English School, Zafarwal	15 „ 20	10	0	0				„ Sep. „
					921	10	8	

* 245 from educational fund.
† 4,260 ditto ditto.

‡ 4,505 from educational cess fund.

§ *Add* - Indigenous schools, 7,981, Elementary English schools, 12,603; Endowment and building grants, 37,844. Total, 58,428. Grand Total, 2,05,608.

	Names of schools.	Amount.			Total.			Date from which sanctioned.
	New Grants.	Rs.	A.	P.	Rs.	A.	P.	
1.	Rawal Pindi District Bedís' Female Schools ...	167	0	0				1st April 1868.
2.	Karnal Branch Schools	40	0	0				" " "
3.	Mission Female School, Mehroli	20	0	0				" Sep. "
4.	Ditto ditto, Matya Mahal, Dehli ...	20	0	0				" " "
5.	Dehli Anglo-Sanskrit School	102	12	0				" Jany. 1869.
6.	Female Schools at Farrukhnagar and Rewari ...	21	0	0				" April 1868.
7.	Branch Schools, Rewari	75	0	0				" Aug. "
8.	Rewari School for Artizans	25	0	0				" " "
9.	Scholarships tenable at Dehli College by students of Rewari Zil' School	50	0	0				" " "
10.	Elementary English School, Ferozepur	50	0	0				" " "
11.	Vernacular School, Farrukhnagar	10	0	0				" " "
12.	Do, do., Palwal	25	0	0				" " "
13.	Do. do., Sonah	16	0	0				" " "
14.	Do. do., Shahjihanpur	10	0	0				" " "
15.	Two Female Schools, Kythal	12	0	0				" April "
16.	Branch Schools, Bhewani	31	0	0				" March "
17.	Do. do., Rohtak	35	0	0				" April "
18.	Female Schools, Bahadargarh	8	0	0				" June "
19.	Branch Schools, Jagadhri	35	0	0				" April "
20.	Do. do., Ropur	25	0	0				" " "
21.	Do. do., Rahūn	36	0	0				" " "
22.	Do. do., Hushyarpur	60	0	0				" " "
23.	Tanda and Jyjon Female Schools	10	8	0				" " "
24.	Sham Elementary English School	16	0	0				" Dec. "
25.	Branch Schools, Nurpur	64	0	0				" April "
26.	Female Normal School, Kangra	55	0	0				13th Nov. "
27.	Branch Schools, Amritsar	265	0	0				1st April "
28.	Elementary English School, Ajnala	15	0	0				" " "
29.	Branch Schools, Batala	30	0	0				" " "
30.	Elementary English School, Dina Nagar	15	0	0				" " "
31.	Do. do. do., Kala Naur	15	0	0				" " "
32.	Mission Female Schools, Wazirabad	10	0	0				" " "
33.	Branch Schools, Ferozepur	115	0	0				" " "
34.	Rawal Pindi Mission School (Regimental Bazar) for low caste boys	18	0	0				" " "
35.	Mission School, Gujrat	20	0	0				" " "
36.	Branch Schools, Gujrat	20	0	0				" " "
37.	Multan Branch Schools	50	0	0				" " "
38.	Jhang Branch Schools	12	8	0				" Nov. "
39.	Female Schools, Montgomery District	6	0	0				" April "
40.	Mission Branch Schools, Dera Ismail Khan ...	53	0	0				" " "
41.	Mission Female School, Peshawar	30	0	0				" May "
42.	Kohat Zil' School	25	0	0				" April "
					1,718	12	0	
					2,640	6	8	
	Grants reduced or abolished.							
1.	Elementary English School, Akalgarh	15	0	0				10th Jany. "
2.	Do. do. do., Gurgaon	35	0	0				1st Aug. "
3.	Do. do. do., Palwal	15	0	0				" " "
4.	Do. do. do., Ferozepur	25	0	0				" " "
5.	Do. do. do., Farrukhnagar ...	25	0	0				" " "
6.	Do. do. do., Noh	25	0	0				" " "
7.	Do. do. do., Sonah	15	0	0				" " "
8.	Lahore City Female Schools ... 474 to 216-10-8	257	5	4				" " "
9.	Bedís' Female Schools at Jhelam and Rawal Pindi	297	0	0				" April "
10.	Female Schools, Bhewani	16	0	0				" March "
11.	Regimental School, 4th Gurkhas, Baklow 50 to 40	10	0	0				" Aug. "
12.	Male Orphanage, Amritsar ... ... 40 " 20	20	0	0				" July "
13.	Elementary English School, Pathankot	15	0	0				" April "
14.	Do. do. do., Rupar	25	0	0	795	5	4	" " "
	Net Increase	...	...	...	1,845	1	4	

119. The total amount disbursed on grants-in-aid was Rs. 2,05,608, which shows an excess of Rs. 46,265 over the previous year. Deducting the amounts paid for building and endowments, the expenditure from the imperial revenue was Rs. 1,67,764, and from private sources Rs. 1,67,019.*

Expenditure on grants-in-aid from imperial revenue.

Rs. 1,50,343 were expended in 1867-68.

A.—AIDED COLLEGE AT LAHORE.

120. In the Lahore Mission College the number of students whose names are borne on the rolls has increased from 9 to 17. The average number on the rolls was 10, and the average attendance, 8.

No. of students on rolls, &c.

121. The college sent up no candidates for the First Arts or B. A. Examinations. Out of 10 candidates for the Entrance Examination supplied by the Lahore Mission school, one passed in the second and four in the third division. Several matriculated students have come in from different Mission schools.

Out of 10 candidates 5 passed the matriculation examination.

122. The students took part in the Departmental Examinations, held in July and December, but were not very successful on either occasion.

Achievements of the students in Departmental Examinations, not creditable.

123. The middle school examination, described in para. 82, is compulsory for all Anglo-vernacular aided schools. In many cases Managers of aided schools have introduced the new organization that has been adopted for Government schools, and have divided the institutions under their care into an upper, middle, and lower department. This system, however, has not as a general rule been carried out in the Lahore Circle, where students have been promoted to higher classes without regard to the results of the middle school examination. I propose this year to introduce a lower school examination with the view of ascertaining how many of the boys attending each school have attained an elementary knowledge of Arithmetic, and learnt to read and write the vernacular.

Division of some aided Anglo-vernacular schools into three departments, in accordance with the new organization of Government zil' schools.

124. There are doubtless many advantages in the system of payment by results that has been carried out to so great an extent in the Bombay Presidency. At the same time that system, as generally understood, is not free from many serious inconveniences. If fixed books or portions of books are laid down for every examination, the school curriculum is arbitrarily fixed by Government, and no latitude is allowed to Managers. If particular books are not laid down, it must be almost impossible to maintain a uniform standard for a graduated series of examinations which are to test the progress of a student at the close of each year of his school career. If the examinations are conducted with due care, they must take up much time—more time than could be spared for the purpose by Inspectors

Inconveniences of the system of payment of grants-in-aid by results.

* Exclusive of the amount expended on elementary English schools, the statistics of which are amalgamated with those of Government schools.

of Schools in this province. Under this system Managers can never know with any certainty to what the income of the school will amount during the ensuing twelve months.

Defects of the present system of payment of grants-in-aid.

125. On the other hand, the defects of the present system are obvious. The amount of grant is determined by the opinion of the Inspector and the Director of the merits of the case, and the decision that Government may arrive at after considering the representations of these officers. There is, however, no fixed principle on which grants are awarded. There is, moreover, no definite rule regarding the circumstances under which a grant is to be withheld, no adequate guarantee that the money will be well laid down, and no certainty that competent teachers will be employed, and that the school will be well taught.

Changes in the present system of payment of grants-in aid, desirable.

126. To lay down more stringent rules at an earlier period in the history of the department would no doubt have been unwise, but the time has now come when a careful and gradual change of system appears desirable. For such a change the middle and lower school examinations will prepare the way.

Suggests changes that can be made in the system of payment of grants-in-aid.

127. All masters of aided schools, whether of the higher, middle, or lower grade, should be men who have proved their qualifications by obtaining certificates at recognized Normal schools, by passing examinations of the Calcutta or Provincial University, or otherwise. For every student of schools of the higher class, who has passed the middle school examination, a certain monthly payment should be made for three years, subject to regularity of attendance. If a fair proportion of students do not matriculate after three years' study, the grant should be reduced or withheld. Exactly the same principle should be followed in schools of the middle class, in which no student would be recognized who had not passed the lower school examination. In the lower school also a fixed payment should be made for each child, for a specified time, provided that a fair proportion each year could pass the lower school examination. A further check would be exercised by the Inspectors' more general examination of the classes of each department; and the existing limit of the total grant that can be drawn would still be maintained.

The revised system of the payment of grants-in-aid is free from the inconvenience of payment by results.

128. I believe that such arrangement as that which I have sketched in the last para. would insure all the advantages of the system of payment by results, without the inconvenience which would assuredly attend the introduction of this system in the Panjab, unless in modified form.

Definite proposals for the introduction of the new system of payment of grants-in-aid will be submitted hereafter.

129. The new arrangement might be applied in the first instance to schools of the higher class, and gradually extended to the middle and lower schools. I shall make no definite proposal on the subject until the results of the next middle and lower school examinations are known, as I wish to avoid precipitancy; so that the

system if introduced at all may be introduced with as little inconvenience to those affected by its operation and in as perfect a form as possible. As, however, the subject is one that is likely to attract the attention of the Supreme Government, I have thought it desirable to show that measures are actually in progress which appear to me to afford a simple solution of this important question.

Result of the middle school examination, unfavorable to aided schools.

130. The result of the late middle school examination was not very satisfactory as regards aided schools. There were 103 candidates, of whom only 18 passed, and 7 only obtained 30 per cent. of the maximum number of marks in every subject. This shows of course that the boys sent up were for the most part below the proper standard. A comparison with Government schools would not be altogether fair, as the students of these institutions have had, as a general rule, more practice in written examinations; and in some middle class schools boys who took part in the examination had studied a portion of the subjects laid down for the higher department.

B—PRIVATE SCHOOLS OF HIGHER CLASS.

Schools of the higher class, 9 in number, having an attendance of 1,995 students.

131. There are now 9 aided schools of the higher class, the Ludhiana school having been raised to this grade since the close of 1867-68. The names of 1,995 students were borne on the rolls at the end of the year, the average attendance was 1,562, and the average number on the rolls, 1,893. Fees amounted to Rs. 7,863-2-4. After deducting from this the amount realized in the Ludhiana school, there has been a slight increase since the previous year. The number of students has risen in every school since the close of 1867-68, and all are in a thriving condition.

Enumeration of the nine schools of the higher class.

132. Bishop Cotton's School at Jatog, and the Mission schools at Dehli, Ambala, and Ludhiana, in the Ambala Circle; at Lahore, Amritsar, and Jalandhar, in the Lahore Circle; and at Rawal Pindi and Peshawar in the Rawal Pindi and Frontier Circles, make up the nine schools of the higher class.

No of students (199) in the upper department of the eight Anglo-vernacular schools of the higher class.

133. The upper department of the eight Anglo-vernacular schools (in which I include the higher classes which like those of Government schools were exempted from the middle school examination and the boys who have actually passed that examination) contain altogether 199 students. Of the number of students corresponding with the middle departments of zil' schools it is impossible at present to form an estimate.

Jalandhar and Ludhiana Mission schools.

134. As far as the results of the Entrance Examination are concerned, the Jalandhar and Ludhiana schools hold the first place; the former institution sent up five candidates, of whom three were placed in the second division, and two in the third; and the latter, four candidates, of whom one passed in the first division, and gained higher marks than any other student in the province. The Inspector of the Lahore Circle reports very favorably of the result of his *viva voce* examination of the Jalandhar

school. In the middle school examination it was, however, singularly unfortunate: out of 17 candidates not one passed, and the students acquitted themselves in an unsatisfactory manner in nearly every subject, especially in English, Urdu, and Arithmetic. The former Departmental Examinations were optional with aided schools, and in those the Jalandhar school seldom, I believe, if ever, took part. This signal failure above mentioned may be to some extent accounted for by the supposition that the boys were unaccustomed to written examinations. There can, however, be little doubt that these students should not have been sent up. It is probable that the boys of the class next above them approach more nearly to the standard required. In the Ludhiana school there were a large number of failures, and only two boys passed out of 14; still the result of the examination was much more satisfactory here than at Jalandhar. In English especially the proportion of failures was not much higher than in Government schools.

Lahore Mission school

135. The Lahore Mission school sent up 10 students for the Entrance Examination, of whom one passed in the second and four in the third division. For the middle school examination it did not this year supply any candidates. The second class took part in the Departmental Examinations held in July and December, but was not very successful.

The rate of fees levied in the Lahore Mission school is low

136. In the Lahore school Rs. 458 were collected as school fees; this is considerably more than was realized last year,* but the amount is certainly very low for a higher class school with a large attendance at the capital of the province. In the middle class schools of Lalas Wazir Singh and Ishri Parshad, which serve as branches of the Dehli Government school, and contain 220 boys, Rs. 565 were realized, and in the Lahore Government school with 143 boys the fees amounted to Rs. 1,588-10-3.

* Rs 297-6-3 were collected in 1867 68

Disparity in the rate of fees levied in the Government and Mission colleges and schools at Lahore.

137. The Principal of the Lahore College has drawn attention to the great disparity in the rates that prevail in the Government and Mission colleges and schools, and there is doubtless some justice in his remarks. I believe myself that a much larger amount might be raised in the Mission school without materially affecting the attendance.

Rawal Pindi and Peshawar Mission schools.

138. The Rawal Pindi and Peshawur Mission schools supplied no candidates for the last Entrance Examination; the former, however, had in December last a small second class of three boys, who acquitted themselves remarkably well in the Departmental Examination, and should all take high places in the next Entrance Examination.

C.—PRIVATE SCHOOLS OF THE MIDDLE CLASS

Statistics of elementary English schools attached to Government vernacular schools, incorporated with the statistics of the latter,

139. Last year the English classes attached to Government vernacular schools were, as explained in para. 100, reckoned as aided schools, and shown accordingly, whereas this year their statistics have been incorporated with those of the vernacular schools, of which they really form a part.

Alterations in the number of middle class schools.

140. During the course of the year the Ludhiana school has been transferred to the higher class, and no longer appears in the return of middle class schools, whilst the Mian Mír cantonment school, on the other hand, has been raised from the lower class. The Dehli Anglo-Sanskrit school, mentioned in para. 67, has been opened, and a grant has been allowed to the Mission school at Gujrat; seven town schools of the Gurgaon District have been placed on the grant-in-aid system.

* 1. Vernacular School, Noh.
2 do, Shahpuhanpur.
3 Lahore High School
4 Lawrence Military Asylum, Marree

141. There are now altogether 40 middle class aided schools, which contained at the close of the year 3,631 students; the average number of names on the rolls was 3,389, and the average attendance, 2,709. Excluding four schools* of which statistics did not appear, or were not shown in a separate form for 1867-68, the statistics of middle class aided schools will bear a favorable comparison with those of last year, as will be seen from the following table:

	1867-68.	1868-69.
Pupils on rolls at close of year	3,217	3,473
Average number of pupils on rolls monthly	2,998	3,274
Average daily attendance	1,964	2,570

Sir Henry Lawrence Memorial Asylum, Marree.

142. The Sir Henry Lawrence Memorial Asylum has much improved under Mr. Smithwhite, who has succeeded the Reverend Mr. Morewood as Principal. The income is, however, wholly inadequate to meet the expenditure. Since the close of the year a renewed appeal has been made to the public, but it is, to say the least, extremely doubtful whether sufficient monthly subscriptions can be raised to maintain the institution on the grant-in-aid system. The educational staff is quite insufficient for the requirements of the school, but the progress of the children has been satisfactory considering the difficulties to be contended against (*vide* para. 25 of report by Inspector Rawal Pindi Circle).

Mission school at Dera Ismail Khan

143. Amongst Anglo-vernacular schools that at Dera Ismail Khan is particularly deserving of mention. Out of 7 candidates for the middle school examination 5 passed, and 3 obtained more than 30 per cent. of the maximum number of marks in every subject. In every other aided school, and in the great majority of Government schools, the result was far less satisfactory. This institution is very well attended, and will no doubt in the course of a few years take rank as a higher class school.

Mission schools at Syalkot and Peshawar.

144. The Mission school at Syalkot has not succeeded in attracting many of the students of the late Government school, which was closed at the commencement of the year. This is much to be regretted, but there can be no doubt that the town is not large enough to afford room for two Anglo-vernacular schools to flourish side by side. The majority of the students of the late Peshawar Government school, which was closed about the same time as that at Syalkot, have entered the Peshawar Mission school, which contained, when I last visited that station, the sons of several Mullas and men of good family in the city.

145. The people of the Gurgaon District have until recently for years passed contributed a considerable amount for educational purposes. The first subscriptions were raised when Mr Jacomb, who succeeded in awakening a lively interest in educational matters, held charge of the district. During 1867-68, Colonel Cripps, who was then Deputy Commissioner, organized a scheme for placing 7 schools of the district on the grant-in-aid system, and expending the savings thus effected on the maintenance of an efficient Deputy Inspector in place of the Chief Muharrir. To each town school an English master was attached, who was already supported on the grant-in-aid system. At the station of Gurgaon there were two English masters and a staff of monitors.

In former years considerable amount was contributed by the people in Gurgaon District for educational purposes.

146. Colonel Cripps's successor reported in the early part of 1868-69 that the private subscriptions were not of a really voluntary nature. That this was so in some cases there can be little doubt, but the fact, that in more than one instance the people had spontaneously raised their subscriptions with the view of increasing the salary of the English teacher, seems to prove that in some places at least the money was willingly paid. However this may be, the subscriptions have been entirely discontinued, but the contributions that had been promised from municipal funds are regularly paid.

Private subscriptions discontinued in 1868-69.

147. There are now 7 town schools in the district supported on the grant-in-aid system; but an English teacher has been retained at one place only, and that on a reduced salary. The amount available for the maintenance of the vernacular teachers also is much less than was anticipated.

Town schools on grant-in-aid system in Gurgaon District.

148. The English classes in the Gurgaon District, especially those at the sadr station, were likely to be much more successful than elementary English schools in general. The income was comparatively good, and in the immediate vicinity of Dehli competent teachers can be obtained at much lower salaries than in other parts of the province. As, moreover, it was a part of the scheme to appoint a really efficient Deputy Inspector well acquainted with the English language, the schools would have been carefully superintended. Under those circumstances, we should have had in a short time 7 very fair middle class Anglo-vernacular schools, which, with the zil' school at Rewari, would have formed an educational system unparalleled in any other part of the province. The failure of this scheme shows the futility of trusting to private subscriptions. Even when they are given ungrudgingly in the first instance, the ardour of the people will soon cool if they happen to be placed under a District Officer who is not believed to take a lively interest in the matter.

Owing to the failure of income from private subscriptions in Gurgaon District, the scheme formed for the district has been abandoned.

149. Mr. Perkins, the Deputy Commissioner, proposed to introduce a similar scheme in the Hushyarpur District, which was to come into force at the close of the year under report; but here the local income was to be supplied almost entirely from municipal funds. The recent orders of Government have, however, so

The scheme for placing schools in Hushyarpur District on grant-in aid system has also collapsed.

crippled the resources of Municipalities in the Hushyarpur District, that this scheme also has collapsed.

D—PRIVATE SCHOOLS OF THE LOWER CLASS

General statistics of lower class schools

150. A considerable number of the branches of zil' schools having been placed on the aided system, there is a great increase in the attendance at lower class schools, which receive a grant under article V. There were at the close of the year 163 such schools containing 9,069 boys. The average number on the rolls was 8,685, and the average attendance, 7,062; 2,167 boys were learning English; 6,143, Urdu, 505, Nagri and Gurmukhi; 2,634, Landi Mahajani, &c.; 15, Arabic; 2,259, Persian; and 83, Sanskrit.

Large number of boys learning Landi

151. It is worthy of remark that whilst so many boys are learning Landi and Mahajani, with which the children of traders must necessarily be acquainted, only 505 are studying Gurmukhi or Hindi in the Nagri character.

Contributions from municipal funds

152. The Municipalities, especially in the Lahore Circle, have for the most part responded liberally to the appeal that was made for funds to place the branches of zil' schools on the grant-in-aid system. In some cases, however, very little, if any, assistance has been obtained.

No contribution from the municipal fund of Lahore is made for educational purposes

153. Whilst Amritsar contributes Rs. 191 per mensem towards the boys' schools in that city, the Municipality of Lahore were induced with the greatest difficulty to pay up, since the close of the year, the sum of Rs. 500, which they had undertaken to subscribe towards the lower class schools for the year 1868-69. As the Supreme Government has determined that a portion of the cost of education must be paid from local sources, it is to be feared that unless the Municipality of Lahore should display a more liberal spirit, or funds should be forthcoming from some other source, there will be no possibility of maintaining a Government school at that station.*

Indigenous schools

154. The statistics of indigenous schools, and of purely vernacular schools, receiving grants under article XIV, are shown in one statement. Eighty-three schools have been inspected, and have received aid during the year. Amongst these are the purely vernacular schools at Dehli and Lahore, which form the lower departments of the Government schools at those stations, and the Mufid-i-'am which have been established by the Revd. Mr. Smith at Dehli. The Mufid-i-'am are attended principally by Chamars, but Brahmans and other children of the higher castes are interspersed. They are doing very good work, as will be seen from the Inspector's report.

* I believe, however, that when this question is brought prominently to the notice of the native gentlemen of Lahore, they will take some action in the matter, as I ascertained last year that it would be a very unpopular measure to close the Government school If the native community had appeared inclined to acquiesce in such a measure, I should have proposed to carry out, in concert with the Lahore Mission, the principle explained in para 129 of my report for 1867 68, and approved of by the Hono able the Lieutenant Governor

155. There is great room for improvement in the branches of the lower class attached to both Government and Mission schools. In many of the former all progress has been checked by the want of funds, and it has until recently been a matter of great difficulty to prevent them from collapsing altogether. Under the new system they will be gradually brought into good order. Branches of Mission schools are too often little better than indigenous schools where a little English is added to the ordinary instruction in Persian. They serve, however, as feeders to the main schools. They can be gradually brought under the operation of more stringent rules that will insure the employment of none but competent teachers, and the observance of a proper system of instruction.

Improvement of branches of Government & Mission schools at Lahore.

156. A school for artizans has been opened at Rewari, which contained at the close of the year 48* boys, who learn Hindi in the Nagri character, and receive instruction in the making and engraving of pots, pans, pipestands, &c. The experiment is of some interest, as it is, in my opinion, by providing industrial training that we are likely to succeed in inducing the children of artizans to avail themselves of such education as we may offer them.

Rewari school of artizans.

* See statement of aided schools, lower class.

157. The Fattehgarh school and the school of Khalifa Ibrahim at Jalandhar are making satisfactory progress. The former is equal to a Government town school. These and a vernacular school at Ludhiana are, I believe, the only *bonâ fide* indigenous schools in the Punjab where any attempt is made at imparting instruction in general knowledge through the medium of the vernacular.

Indigenous schools in the Jalandhar and Gurdaspur Districts.

158. Very few teachers of indigenous schools desire to avail themselves of Government assistance, as they are unwilling to introduce the study of Mathematics, History, or Geography.

Reluctance of indigenous schools to avail themselves of Government assistance.

159. An account of the Moravian Mission school at Kylang will be found in para. 115 of Mr. Alexander's report. Great credit is due to the Revd. A. W. Heyde for the remarkable progress that has been made under his active management.

Moravian Mission school at Kylang.

160. According to the statistics supplied by District Officers, which are, however, by no means reliable, there were 5,139 schools not under Government inspection. They contained 55,829 boys, of whom no less than 39,087 were Muhammadans: 33 boys were learning English, 864 Urdu, 3,197 Hindi (Nagri), 5,921 Landi Mahajani, &c., 30,125 Arabic, 13,545 Persian, and 3,277 Sanskrit. If any weight at all can be attached to these figures, they show that the great majority of students in indigenous schools receive instruction in Arabic only, *i. e.*, learn the *Quran* by rote. Last year 1,495 boys were returned as learning Urdu, and 9,074 as studying Persian. It is improbable that there has been any real diminution of the number of boys reading Urdu. A knowledge of Urdu is, however, usually acquired in indigenous schools by learning Persian, and the vernacular is not at all cultivated as an independent branch of study. In every town where there are many

Remarkable features of the statistics of indigenous schools.

Hindus, large number of boys attend *patshalas* where they learn the *pahara* (multiplication table to 16 × 16 and from $\frac{3}{4}$ × $\frac{3}{4}$ to $2\frac{1}{2}$), and it is evident that many such boys have been omitted from the table.

E.—PRIVATE FEMALE SCHOOLS.

No. of aided female schools and the number of pupils attending them.

161. There were at the close of the year 516 aided female schools, containing 13,010 pupils, of whom 7,834 were Hindus, 4,559 Muhammadans, and 616 Sikhs, Christians, and others: 190 were learning English, 3,230 Urdu, 6,636 Hindi (Nagri), 1,556 Landi Mahajani, &c., 1,435 Arabic, 609 Persian, and 84 Sanskrit. At the commencement of the year there were 507 schools with 9,838 pupils, exclusive of the girls (now 2,222 in number) attending Bedi Khem Singh's schools, of which the returns had not been received.

Female schools in the city of Lahore, superintended by Miss Fuller

162. It was mentioned in the last report that the number of primary female schools in the city of Lahore had been reduced to 7, and that a lady superintendent had been placed in charge of these and of the female normal school. Miss Fuller, who first held this appointment, was compelled by ill health to return to England, and since that time her sister, Miss E. Fuller, has been officiating.

State of the female schools in Lahore.

163. There are now 8 schools with 209 girls. They may become useful schools in time, but the instruction at present given is of a very elementary character. The best school is that of which Nawab Nawazish Ali Khan is the patron. It is to be hoped that the system of paying the girls who attend these schools may soon be discontinued, as the principle is certainly objectionable. It would still be advisable to allow a small amount for scholarships, as will be done in each primary school at Amritsar. In the four Musalman schools female teachers are employed, in others, men.

Reorganization of female schools in the city of Amritsar.

164. There were at the close of the year 113 primary schools in the city of Amritsar, containing 2,603 girls. Since the close of the year all these schools, with the exception of a few that had been already reduced, were examined by Mrs. Rodgers, who has been appointed lady superintendent. Some girls had learnt to read and write, but the majority of the schools were in a very unsatisfactory state. They could hardly be otherwise, considering that the teachers were necessarily inferior men, and that no amount of zeal on the part of a Committee can compensate for the want of proper supervision by persons who have made school-organization their special study. The schools have now been reduced to 40: 30 for Hindus and 10 for Muhammadans; they have been placed under the superintendence of Mrs. Rodgers, and will be gradually supplied with female teachers trained in the normal school. These will be selected, as far as possible, from amongst the relatives of the present teachers.

Exertions of the Municipal Committee of Amritsar in the cause of female education.

165. I think that great credit is due to the Native Committee for the interest they have manifested in female education from the first, and the alacrity they have shown in carrying out the reforms. Many of the members have contributed money during the year for the purpose of giving prizes and sweetmeats to the pupils under instruction.

Attendance of the girls at school after marriage.

166. The Committee report that though no girls could be induced, when the schools were first opened, to continue their attendance after marriage, the parents of a considerable number have been recently persuaded to allow them still to remain at school.

The number of female schools now maintained at Amritsar.

167. It will be observed that the reduction of schools in Amritsar has been of a less sweeping character than that at Lahore. It seemed to me more advisable to maintain a considerable number, as people will not consent to send their girls to a school that is not close to their own doors.

Advantage of keeping up a large number of schools.

168. The change, moreover, will be less injurious to existing interests, and the numerous schools still in existence will afford employment to a considerable number of the women who may be trained in the normal school.

Mission female schools at Sabathu, Rawal Pindi, and Peshawar.

169. Amongst Mission schools those at Sabathu, Rawal Pindi, and Peshawar are worthy of special mention. The Inspectors of the Ambala and Rawal Pindi Circles were permitted to visit the two former. The condition of the latter has been described by the Revd. Mr. Ridley, the Manager, and by Mrs. Ridley, and the school has been visited by a lady unconnected with the Mission, who was much pleased with the performance of the children, the lively interest they showed in their work, and the strikingly neat appearance they presented.

SECTION VI.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

A.—GOVERNMENT NORMAL SCHOOLS.

Number of normal schools and the number of pupils attending them.

170. There are five normal schools, at Dehli, Lahore, Rawal Pindi, Peshawar, and Dera Ismail Khan; and three branches, at Jaghadari in the Ambala District, at Hushyarpur, and at Multan. There were at the close of the year, 255 students, of whom 86 were Hindus, and 153 Muhammadans.

Normal schools at Lahore and Rawal Pindi.

171. The cost of the Lahore normal school has been considerably reduced, and the Rawal Pindi normal school has been improved by the appointment of a superior head master on Rs. 150 per mensem.

Character of the students of normal schools and of the instruction given to them.

172. It was pointed out in my last report that all normal schools were attended by a very inferior class of men, and that the best pupils of vernacular schools seldom showed any desire to enter them. The students first pass through an elementary course which should have been mastered in a primary school, and then enter on the studies prescribed for the normal school proper. There is of course no time for professional training, and many never get beyond the elementary course.

Improvement of normal schools.

173. This great defect is owing to two causes; first, the low salaries of teachers of vernacular schools and the absence of any prospect of advancement; and, secondly, the insufficiency of the stipends allowed to pupils at the normal schools. As already mentioned, measures are in progress for raising the salaries of teachers in primary schools, and I hope that secondary schools also may be similarly improved. It will, however, be absolutely essential to increase the stipends of students at the normal schools if we wish to attract a superior class of men, and this I hope to see accomplished before the submission of my next report.

No. of students who gained certificates after passing normal school examination.

174. The following table shows the number of students who had gained certificates during the year :—

	No. of normal students who have gained certificates.				
	1st grade.	2nd grade.	3rd grade.	4th grade.	Total.
Ambala Circle	...	2	9	4	15
Lahore Circle	...	2	14	23	39
Rawal Pindi Circle	...	...	2	2	4
Frontier Circle	...	...	1	1	2
Total	...	4	26	30	60

Number of certificates of the higher grades, small.

175. The fact that no certificates of the first grade, and only four of the second, have been obtained, is significant. We have very good teachers in the normal schools, and, considering the inferiority of the taught, the results are much better than could be expected. A very small proportion of those who were examined failed altogether to obtain certificates.

B—PRIVATE NORMAL SCHOOLS.

Five aided normal schools; 1 male and 4 female.

176. There were 5 aided normal schools at the close of the year, of which 4 are female schools.

State of the female normal school at Lahore.

177. The female normal schools at Lahore and Amritsar are supported mainly by Government, but each receives a supplementary grant from the municipalities of those towns. The former was during the greater part of the year under the charge of Miss Fuller, who was compelled by ill health to return to England. This lady is a great loss to the institution. Since her departure Miss E. Fuller has officiated as lady superintendent. The progress of the Persian department has been much retarded by quarrels amongst the teachers. The state of the Hindi department is far more satisfactory, owing mainly to the interest shown in it by Babu Nobin Chandra and Lala Bihari Lal, who have themselves given regular instruction to some of the women. In the Persian departments the teachers are women, in the Hindi and Gurmukhi departments Pandits are still employed.

Female normal school at Amritsar.

178. Since the close of the year, the Amritsar normal school has been reorganized under Mrs. Rodgers, the lady superintendent, and the former students, who were all men, have been dismissed. It is now attended by 40 female students.

Female normal school at Syalkot.

179. An account of the new female normal school at Syalkot, which was opened about the close of the year, but does not appear in the returns, will be found in the report of the Inspector of the Rawal Pindi Circle.

Female normal school at Kangra.

180. I beg to bring to the special notice of Government the exertions of the Anjuman at Kangra, who have set on foot a female normal school at that station.

Female normal school at Dehli, and the normal school of the Christian Vernacular Education Society at Amritsar.

181. The female normal school at Dehli, under the S. P. G. Mission, and the normal school of the Christian Vernacular Education Society at Amritsar, continue to make satisfactory progress.

SECTION VII.

SCHOLARSHIPS.

Scholarships awarded to college students.

182. The following table shows the Government scholarships that have been awarded to students of the Dehli and Lahore Government Colleges and the Lahore Mission College :—

Names of scholars.	College at which gained.	Class.	Monthly value of scholarship.
Senior scholarships.			
1 Hukm Chand	Dehli Government College	3rd year ...	32
2 Ram Kishn	Ditto ditto	Do. ...	26
3 Jai Kishn	Lahore Government College	Do. ...	28
Junior scholarships.			
1 Babu Mal	Dehli Government College	1st year ...	13
2 Baij Nath	Ditto ditto	Do. ...	13
3 Shugan Chand...	Ditto ditto	Do. ...	11
4 Hukm Chand	Ditto ditto	Do. ...	10
5 Jagdis Rai	Ditto ditto	Do. ...	6
6 Sheo Dyal	Lahore Mission College	Do. ...	15
7 Ram Dyal	Lahore Government College	Do. ...	12
8 Ghulam Hasan	Ditto ditto	Do. ...	10
	Total Rs. ...	...	176

Scholarships in zil' schools paid from fees and local funds.

183. There are now no Government scholarships except those held by college students. Such scholarships as are awarded to students of zil' schools are paid from the school fund, which consists of fees levied in former years, and is now nearly exhausted. Scholarships tenable in zil' schools will in future be charged either to school fees or to local funds, where local funds are available. In the Lahore and Ambala Circles, scholarships are now generally given only to students who have passed the middle school examination or shown special aptitude in extra branches of study in the middle school. The same principle will be extended to other circles. Formerly a few scholarships, ranging from Rs. 5 in the upper classes to 8 annas in the lower, were given in all schools and paid by Government.

Expenditure from municipal funds on scholarships in Government and aided schools.

184. Only Rs. 27-5-4 were expended from municipal funds on scholarships in Government institutions. Provision was made for an expenditure of Rs. 50 per mensem on scholarships tenable at the Dehli College by students of the Rewari School. This school, however, did not send any students to Dehli during the year under report. Rupees 140-10-8 were expended from municipal funds on scholarships in aided schools,

Scholarships given by private individuals.

185. The scholarships noted below were given by private individuals during the year under report :—

1. The Bathoe scholarship, of Rs. 35 per mensem, by the widow of the late Mr. Charles Gubbins Bathoe.
2. Two scholarships of Rs. 10 per mensem each, by Lala Wazir Singh, tenable in the Dehli School.
3. Subscription of Rs. 800 collected by Muhammad Hyat Khan, who himself also contributed, for scholarships in Lahore College and School.
4. Scholarship of Rs. 10 per mensem tenable in Lahore College.
5. His Highness Maharaja Dalip Singh, Rs. 500 per annum, for scholarships to students of Amritsar School.
6. Subscription of Rs. 300 for scholarships to students of Bhewani Zil' School.

SECTION VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

Appointments obtained by students of Govt colleges, zil' and vernacular schools

186. In the appendix will be found statements showing—(1), the position and salary of students who left college during 1868-69, having matriculated in previous years, and of those also who matriculated in December 1868; (2), the number of students of zil' schools who have obtained employment during the year in the Educational, Civil, and other Departments, and their average salaries; and (3), the same particulars regarding students of vernacular schools.

Appointments obtained by college students

187. Twelve students have left college during the year. Of these 9 have obtained appointments principally in Government or Mission schools ranging in value from Rs. 35 to Rs. 180 per mensem. One has obtained a scholarship of Rs. 50 per mensem in the 1st English department of the Thomason College at Rurki, one is reading for the pleadership examination, and one is dead.

Of the 36 students who matriculated in December 1868, 32 are attending college.

188. Of the 36 students who matriculated in December last, 32 were attending college at the close of the year, two have obtained appointments of the value of Rs. 40 and Rs. 25, respectively, one has obtained a scholarship at Rurki, and the position of one is unknown. It is very satisfactory to find that such a large proportion of students are still prosecuting their studies.

From zil' schools 85 students have obtained employment.

189. Of students of zil' schools who have not passed the Entrance Examination, 85 have obtained employment; 28 in the Educational Department, 10 in the Civil Department, and 47 in other capacities. Their salaries average Rs. 18-1-9 per mensem.

From vernacular schools 273 students obtained employment.

190. From vernacular schools 273 students obtained employment; 72 in the Educational Department, 101 in the Civil Department, and 100 in other capacities. Their average salary is Rs. 8-0-10 per mensem. This shows a considerable falling off since last year, when 521 obtained appointments, 290 of which were in the Civil Department. Until, however, a knowledge of Mathematics, History, and Geography counts for something in the selection of candidates for employment under Government, the students of vernacular schools will not obtain the advantages to which their education should justly entitle them.

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

Apparent decrease in the number of boys learning English

191. There is a considerable diminution in the number of students learning English at the close of the year. From the annexed comparative statement it would appear that the decrease has taken place in Government schools of the lower class

and in aided schools of the middle class; in the latter, however, there is no real falling off. I have explained elsewhere* that the statistics of elementary English classes have this year been incorporated with those of Government vernacular schools of the middle and lower class, whereas these classes were formerly returned as middle class aided schools. Such classes contained at the close of 1867-68, 2,074 pupils, they now contain 1,667.† This falling off, which is due mainly to the failure of funds in the Gurgaon District,‡ would be more than counterbalanced by the increase elsewhere, but for the introduction of the new system under which a boy is required to pass through the lower school before he is permitted to commence the study of English in a Government school. This has caused a diminution of more than 2,000 in the number of boys learning English in Government zil' schools and their branches.

* *Vide* paras. 6 and 139.

† Town schools 1,125
Village „ .. 542
1,667

‡ *Vide* para. 147.

Students of English at	At the close of					
	1863-64.	1864-65.	1865-66.	1866-67.	1867-68.	1868-69.
Government Colleges	7	31	36	31	35	61
„ Schools, Higher Class ...	...	...	...	...	885	922
„ „ Middle Class ...	4,398	5,665	6,022	6,070	2,036	2,221
„ „ Lower Class ...	...	...	...	...	1,530	542
„ Female Schools	53	162	188	110	49	153
„ Normal Schools	...	39	79	108	136	39
„ Jail Schools	31	154	1	...	38	29
Aided Colleges	...	16	15	10	9	17
„ Schools, Higher Class	2,538	3,355	4,277	3,236	1,209	1,751
„ „ Middle Class	...	1,745	2,454	3,022	4,124	2,090
„ „ Lower Class	1,332	...	...	...	1,802	2,167
„ Female Schools	...	102	109	147	185	190
„ Normal Schools	...	...	...	6	4	43
Indigenous Schools	...	...	...	...	...	303
Total	8,359	11,269	13,181	12,740	12,042	10,528

Study of English commences after a boy has learnt to read and write his own vernacular.

192. This falling off is of course apparent, and not real, since every boy commences the study of English when he enters the middle school. There can be no question that if a language is to be learnt from books, a boy will enter on its study with much greater advantage when he is able to read and write his own vernacular. Another point must not be lost sight of, namely, that under the old system every beginner was necessarily taught by men of inferior education, whose knowledge of English was of the most imperfect kind, and this is still the case to a very great extent in Mission schools.

The new system has not been introduced generally.

193. The multiplicity of subjects taught to beginners was formerly a common subject of complaint, and the new system is approved by all intelligent natives with whom I have conversed on the subject; it was introduced without difficulty at Dehli, and is popular in some places; in others, however, it is very much the reverse, and

notably so at Lahore, where it can only be introduced with caution. Doctor Leitner, the masters of the schools, and many native gentlemen, whilst approving of the system in itself, assured me that its sudden introduction would be fatal to our schools, and that we should get no boys to attend when instruction was confined to the vernacular and to elementary Persian.

Dislike of the people of Lahore to the new system

194. The dislike to the new system that prevails amongst the people of Lahore is remarkable. It is due to a mistaken notion no doubt, as the boys and their parents are unable to appreciate the advantage of somewhat delaying the study of English in order that it may be prosecuted with more vigour hereafter, and apparently consider the measure under discussion a reactionary movement intended to check the study of English.

Appreciation of the new system at Dehli.

195. In Dehli this measure is better appreciated, and it consequently met with no opposition. There also the desire for English education is equally strong, and grows year by year. Some time ago when this feeling was much less manifest than it is at present, I established a model school at Dehli. I selected the most intelligent boys, and did all in my power to render the school attractive by the award of scholarships and other measures. It was designed to afford a first-rate vernacular and Persian education, and had the scheme proved successful, Arabic also would have been taught. To induce the boys to remain, I was obliged almost from the first to make arrangements for teaching English, but funds did not admit of affording immediately the same amount of instruction in that language as could be obtained in the zil' school, and it was consequently found necessary in a very short time to abandon the whole scheme.

Prejudice against English language, and the acquisition of European knowledge through the vernacular

196. No doubt boys might be found at Dehli, Lahore, and elsewhere who would gladly avail themselves of any opportunity that might be offered of receiving a *purely* Arabic or a *purely* Sanskrit education. The attendance at the schools established by Dr. Leitner in connection with the "Oriental University" confirms this view.* I have, however, invariably found, during many years' experience, that where there is no desire for English,† there is a strong repugnance to the acquisition of European knowledge through the medium of the vernacular.

* These schools were closed during 1867 68

† In some parts of the frontier there is no doubt still a prejudice against English.

Popularity of Arabic and Sanskrit

197. It is satisfactory to find that the study of both Arabic and Sanskrit is popular amongst Anglo-vernacular students. At Dehli especially the desire that has lately been manifested amongst the Hindu students to learn Sanskrit has quite surprised me. There can be no doubt that these two languages will exercise a great influence over the future history of the Hindustani tongue, which must be largely enriched before it can become capable of giving expression to the various requirements of modern civilization and science.

Training of men capable of improving and enriching vernacular literature.

198. It has long appeared to me that in order to call into existence a class of men capable of giving birth to a vernacular literature, we must encourage the students of our higher schools and colleges to acquire a thorough knowledge of English, of Arabic or Sanskrit, and of at least some one branch of modern learning, and the fact that our Anglo-vernacular students evince such a strong inclination to add a knowledge of the Oriental classics to their other attainments, appears from this point of view a most hopeful sign.

Nature of education to be given in the Lahore University College.

199. The University College, and hereafter the Panjab University, will be so constituted as to afford every possible encouragement to the study of Oriental classics and the improvement of the vernacular, and instruction will be conveyed as far as possible through the medium of the latter. It is, however, expressly laid down by the Supreme Government that "nothing should be taught which would interfere with instruction in sound principles of mental and physical science;" that the teaching is to be "free from the patent errors that prevail in ancient and even in modern vernacular literary and scientific works;" and that such control and supervision shall be exercised as will "secure to the students all the advantages of teaching offered by Indian Universities." The principles here enunciated, in which the Local Government fully concurs, will necessarily prevent the possibility of affording any encouragement to a *purely* Arabic or a *purely* Sanskrit education.

Anglo-vernacular students will be supplied to the University College.

200. This being the case, I believe that Dehli and Lahore, and all large stations where English schools are established, will supply none but Anglo-vernacular students to the University College, or the Panjab University. Indeed no other education exists in these cities which is in any way consistent with the principles laid down by the Supreme Government.

Supply of vernacular students to the University College.

201. English schools, at all worthy of the name, are to be found, however, in large stations only, and the attempt to extend English education to towns of secondary importance has hitherto proved a failure; nor is such a measure likely to succeed, at least for some years. Our town schools, therefore, should supply a large number of vernacular students to the University College, and that institution may be of incalculable advantage, by affording the most able of such students, an opportunity of gaining distinction and of obtaining a fair start in life. At present, as has been already stated, there is an almost total absence of all incentive to exertion amongst the pupils of vernacular schools. Whether the students of vernacular schools who may be sent to Lahore will be content to study the Oriental classics and modern science without acquiring also a knowledge of the English language, yet remains to be proved.

English to be taught as a language.

202. The study of English is sure to extend, and I would afford it every legitimate encouragement. I believe, however, that all attempts to teach a mere smattering of that language

are positively injurious to the cause of education, and I think also that English should be taught as a language only, that it should not be made the medium of instruction except in the very highest branches, and that it should never be cultivated at the expense of the vernacular. The result of the opposite system formerly adopted, has been, that of all the men who have received an English education in Government schools and colleges, there are extremely few who are capable of writing a good translation of an English work, or of clothing the knowledge they have acquired in a Hindustani dress. This was particularly the case in the English department of the old Dehli College and in similar institutions, whose students have exercised no perceptible influence over the minds of the people at large. Their education has been so one-sided that they have comparatively little in common with their own countrymen, and no command over their mother tongue.

SECTION X.

BOOK DEPARTMENT.

Number of books with their value brought on stock.

203. During the year 75,843 books have been brought on stock at a cost of Rs. 25,078. Of these 12,398 were English books valued at Rs. 9,308, and 63,445 vernacular books valued at Rs. 15,770. The annual supply of English books reached Lahore after the close of the year, which accounts for the comparatively small number received in the depôt.

Books supplied for sale to depôts in the province.

204. Books supplied to district depôts and head masters for sale numbered 1,10,428, and their cost was Rs. 37,230.

Sale proceeds of books credited to Government.

205. Rupees 18,039* were paid into the Lahore treasury during the year on account of the sale proceeds of books supplied during the last and previous years.

Books sold during the year, with their value.

206. The *bonâ fide* sales during the year have comprized 74,324 books, valued at Rs. 23,550. Last year 76,830 books, valued at Rs. 23,222, were sold.

Books given in prizes, supplied to libraries, colleges, and zil' schools.

207. Books, maps, &c., to the value of Rs. 1,178 have been distributed gratis by Deputy Commissioners for use in vernacular schools, and 26,993 books valued at Rs. 6,333 were given away in prizes; 892 books worth Rs. 134 were sent to jails for the use of prisoners; 548 books valued at Rs. 1,198 have been supplied to the libraries of colleges and zil' schools.

* A further sum of Rs. 10,366, that would otherwise have been paid into the treasury, was advanced for books that had arrived at Calcutta, but had not yet reached Lahore.

Books lithographed at the Government Press.

208. During the year 53,335 vernacular books of the value of Rs. 9,523 were lithographed. Amongst these were two new books, the "Urdu-ki-pahli Kitab" in 3 parts, and the "Urdu-ki-dusri Kitab."

Books registered under Act XXV of 1867

209. 572 Books, or 299 more than in the preceding year, were registered under Act XXV of 1867. This increase is due to some extent to the more strict enforcement of the Act. The languages or dialects, and the characters in which these works were printed, and also the numbers printed at different stations, are noted below. The great majority were reprints.

LANGUAGES IN WHICH THE BOOKS WERE PRINTED.

English 37; Arabic 37; Sanskrit 18; Persian 95; Urdu 245; Urdu in Roman character 1; Hindi 33; Gurmukhi 40; Pashtu 1; Hindi and Urdu 16; Panjabi in Persian character 22; Panjabi in Arabic character 9; Persian and Urdu 5; Arabic and Panjabi 2; Hindi, Urdu, Arabic and Persian 2; Arabic, Persian, Urdu, and Panjabi 4; Arabic and Urdu 3; English and Urdu 1; Urdu, Hindi, and Gurmukhi 1.

NUMBER OF BOOKS PRINTED AT EACH STATION.

Lahore 354; Ludhiana 44; Dehli 144; Amritsar 6; Gujranwala 8; Gurgaon 10; Firozepur 2; Rawal Pindi 2; Peshawar 1; Hushyarpur 1.

Ready money payment demanded for books supplied from the Depôt.

210. A system of ready money payments has been introduced, and Deputy Commissioners and Head Masters are now obliged to pay in advance for all books not in the scheme of studies. This will prevent in future the accumulation of a large number of unsaleable books, such as has taken place in past years. The system of cash payments and other causes have tended to check the sale of books during the past year, and it is therefore satisfactory to find that there has been no falling off in the value of books supplied to Head Masters and district depôts or in the *bonâ fide* sales.

Insufficiency of the office establishment of the Book Depôt

211. The operations of the Book Department have been seriously crippled by the press of office work. No additional establishment has been allowed for the registration of books which the Curator has been required by Government to undertake. It was ruled that because no extra expense was caused in the North Western Provinces by the introduction of the Registration Act, therefore no extra expense should be incurred in the Panjab.* I trust that this decision may be reconsidered, since it is impossible that the existing establishments can be thoroughly efficient whilst saddled with this extra duty. A separate application on this subject will be submitted.

* Assuming that the duties performed in each province are precisely the same, the reason above assigned would no doubt be valid if the establishments also were on the same footing, but this is not the case.

212. Great efforts were made to convert the "Sarkari Akhbar" into a really good vernacular newspaper, and my special thanks are due to Messrs. Pearson, Willmot, and Cooke, and to Doctor Leitner, for their valuable contributions. The paper was published once a week, and the subscription was reduced to Rs. 2 per annum. In accordance with the orders of the Supreme Government, it will now be converted into an Educational Journal.

Conversion of the "Sarkari Akhbar" into an Educational Journal.

213. Lala Piyare Lal has been employed during a portion of the year in preparing, with the aid of a qualified assistant,* an adaptation, in the Urdu language, of the "Student's Hume." For several months he was employed in the High Court, and thus the work was for some time interrupted. He has also edited the "Sarkari Akhbar."

Translation of "Student's Hume" by Piyare Lal.

* Maulavi Nassir-ud-din.

214. Mr. Pearson, the Inspector of the Rawal Pindi Circle, is engaged in the preparation of a "School History of India;" Maulavi Ziya-ud-din, Assistant Professor of the Dehli College, is translating "Lessons on Reasoning." At the close of the year a Persian and Urdu Vocabulary of all the words occurring in the 'Gulistan" was in course of preparation. Similar vocabularies of all Persian, Arabic, Sanskrit, and English text books, in use in our schools and colleges, will be prepared, and most of these works will be translated.

Other works under preparation.

215. During the year two new books, the "Urdu-ki-pahli Kitab" and the "Urdu-ki-dusri Kitab," have been brought out; and the "Zubdat-ul-Hisab," a "School Arithmetic," has been thoroughly revised, and is now in the press.

New books brought out during the year.

216. Rewards aggregating Rs. 3,640 in value were offered for translations and original works on certain specified subjects. As none of the books submitted were examined until after the close of the year, the result of this experiment should be recorded more properly in my next report. I may observe, however, that it is such as to confirm my belief, that at the present time the only method by which it is possible to secure the preparation of really useful vernacular books, is to entrust their compilation under proper supervision to those whose attainments show them to be best fitted for such a duty. Considering how extremely rare is the combination of ability to write the vernacular with elegance and a competent, or I may say, a very moderate, knowledge of any branch of modern learning, it is not suprising that the plan of offering rewards should be found to fail.

Prizes offered for original books and translations.

217. Considerable improvement has been effected in the lithographic press. The style of lithography in the old "Tashil-ul-Talim" really admits of no comparison with that of the "Urdu-ki-pahli Kitab." The system of showing the diacritical marks, adopted by Forbes and other Orientalists for vernacular works printed in England, has been introduced, and stops are now given in all books. Every effort will be

Improvement of the lithographic press

made to carry out further improvements, and I anticipate that books lithographed in the Government Press may soon bear comparison, for neatness and accuracy, with any that have been printed in the Arabic type in England.

CONCLUDING OBSERVATIONS.

The three Military Institutions.

218. The annual reports for 1868-69 on the three Military Institutions connected with this department, for which provision is made in the Military Budget, will be printed as usual; that on the Lawrence Military Asylum at Sanawar in a separate pamphlet, and those on the Bengal Military Normal School at Kassauli for Army School Mistresses, and the Roman Catholic Institution for Girls at Simla, in the appendix to this report. Reports on the Lawrence Military Asylum and the Bengal Normal School have been already submitted, and that on the Girls' School at Simla will follow as soon as it is received in my office.

Notice of District Officers.

219. The Civil Officers of this province have afforded their hearty co-operation to the Officers of the Educational Department, and have used their best endeavours to promote the success of the institutions under their care. I have the pleasure to bring to the notice of Government, the names of the following gentlemen, who have specially exerted themselves :—

Major Parsons, Deputy Commissioner, Karnal.
C. P. Elliott, Esquire, Deputy Commissioner, Ludhiana.
J. H. Oliver, Esquire, do. do., Sirsa.
D. C. McNabb, Esquire, do. do., Simla.
D. Fitzpatrick, Esquire, do. do., Amritsar.
E. O'Brien, Esquire, Assistant Commissioner, Kasūr.
H. W. Steele, Esquire, do. do., Ludhiana.
A. W. Stogdon, Esquire, do. do., Ambala.
W. E. Purser, Esquire, do. do., Hissar.
T. Roberts, Esquire, do. do., Simla.
T. D. Forsyth, Esquire, C. B., Commissioner, Jalandhar Division.
H. E. Perkins, Esq., Deputy Commissioner, Hushyarpur.
Major E. Paske, do. do., Kangra.
Major W. G. Davies, do. do., Gurdaspur.
G. Knox, Esquire, do. do., Firozepur.
Lieutenant-Colonel Cripps, Commissioner, Multan.
M. Macauliffe, Esquire, Assistant Commissioner, Multan.
Lieutenant-Colonel T. W. Mercer, Deputy Commissioner, Syalkot.
Major F. J. Millar, Officiating Deputy Commissioner, Syalkot.
Major J. B. Smyly, Deputy Commissioner, Gujarat.
Major R. J. D. Ferris, do. do., Jhang.
Captain J. W. H. Johnstone, Deputy Commissioner, Shahpur.
F. E. Moore, Esquire, Assistant Commissioner, Pind Dadan Khan.
E. H. Harrison, Esquire, do. do., Rawal Pindi.
Doctor G. Henderson, Superintendent of Central Jail, Lahore.
R. S. Bateson, Esquire, Civil Surgeon in charge of Ambala Jail.
Lieutenant-Colonel R. Young, Offg. Commissioner, Amritsar Division.

220 I annex a list of native gentlemen, official and non-official, who are specially recommended to notice for their services to education during the year under review

Native gentlemen who have exerted themselves in the cause of education

Number	Name	Rank or Designation	District	Tahsil or Village
	AMBALA CIRCLE			
1	Babu Piari Mohan	Head Clerk Office of Deputy Commissioner	Sirsa	Sirsa
2	Lala Fateh Chand	Sahukar	ditto	ditto
3	Syad Kasim 'Ali		Delhi	Faridabad
4	Syad Barkat 'Ali	Tahsildar	Ambala	Jagadhri.
5	Ojagar Mal	ditto	ditto	Rupar
6	Radha Kishn	Sub Assistant Surgeon	ditto	ditto
7	Ghulam Nabi		Rohtak	Sampla.
8	Hukm Chand		Sirsa	Sirsa
9	Mansukh Das		ditto	ditto
10	Baldeo Singh		Ambala	Jagadhri
11	Fateh Singh		ditto	ditto
12	Lala Sanjhi Mal	Tahsildar	Karnal	Karnal
13	Lala Joti Parshad	Member Local Committee Public Instruction	ditto	ditto
14	Har Chand	Sahukar	Sirsa	Lazilka
15	Jai Dyal Singh	Tahsildar	Hissar	Hissar
15a	Rami Mal	Resident	Delhi	
15b	Wazir Singh	ditto	ditto	
15c	Ishri Parshad	ditto	ditto	
	LAHORE CIRCLE			
16	Babu Mohan Lal	Member of Local Committee	Amritsar	Amritsar.
17	Muhammad Jan	ditto ditto	ditto	ditto
18	Khan Muhammad Shah	ditto ditto	ditto	ditto
19	Abdul Athim	Tahsildar	ditto	Batala
20	Faquir Syad Naubahar ud din	Naib Tahsildar	Jalandhar	Phillaur
21	Oldi Ram	Tahsildar	ditto	Nakodar
22	Pana Khan	Lambardar	ditto	Adampur
23	Bishn Singh	Resident	ditto	Pindori Nijran.
24	Jamiyat Singh	ditto	ditto	Mokandpur
25	Panjab Singh	Lambardar	ditto	Phaila
26	Opar Das	Member Local Committee	ditto	Kartarpur
27	Ram Chand	ditto	ditto	ditto
28	Chart Ram	ditto	ditto	ditto
29	Lal Das	ditto	ditto	ditto
30	Ram Dita Mal	ditto	ditto	ditto
31	Mahan Singh	ditto	ditto	ditto
32	Ghulam Nabi	ditto	ditto	Phillaur
33	Basar Khan	ditto	ditto	ditto
34	Karim Bakhsh	ditto	ditto	ditto
35	Gonda Mal	ditto	ditto	ditto
36	Tulsi Ram	ditto	ditto	Apara
37	Buta Chand	ditto	ditto	Bilga
38	Dal Singh	ditto	ditto	Banga
39	Wariam Singh	ditto	Amritsar	Mukand Chak
40	Mola Mal	Registrar	Hushyarpur	Hariana
41	Sultan 'Ali	Lambardar	ditto	ditto
42	Sardar Hira Singh	Rais	ditto	Poer
43	Jai Karn	Chaudri	ditto	Ditarpur
44	Ahmad Shah	Tahsildar	ditto	Hushyarpur
45	Salig Ram	ditto	ditto	ditto
46	Hukm Singh	Lambardar	ditto	Manak
47	Jaimal Singh	ditto	ditto	ditto
48	Hamid 'Ali	Tahsildar	Gurdaspur	Gurdaspur
49	Pohlo Mal	ditto	Kangra	Kangra
50	Kahan Chand	ditto	ditto	Kulu
51	Pira	Lambardar	ditto	Nadaun
52	Nagar Mal	Member Local Committee	Firozepur	Firozepur
53	Muhammad Hayat Khan	Extra Assistant Commissioner	Lahore	Lahore
	RAWAL PINDI CIRCLE			
53½	Bakhtawar Lal	Tahsildar	Rawal Pindi	Rawal Pindi
54	Talib 'Ali	ditto	ditto	Kahuta
55	Hushnak Rai	ditto	ditto	Gujar Khan
56	Shib Dyal	ditto	ditto	Attak
57	Surai Kaul	ditto	ditto	Fateh Jang
58	Gulab Rai	ditto	ditto	Pindi Gheb
59	Jagat Narain	ditto	Jhelam	Jhelam
60	Amrik Singh	ditto	ditto	Pind Dadan Khan
61	Irshad Ali	ditto	ditto	Chakowal
62	Bishn Singh	ditto	ditto	Talagang
63	Hakim Rai	ditto	Shahpur	Shahpur.
64	Ram Sahai	ditto	ditto	Khushab
65	Durga Parshad	ditto	ditto	Bhera
66	Bansi Dhar	ditto	Gujarat	Gujarat

Number.	Name.	Rank or Designation.	District.	Tahsil or Village.
	RAWAL PINDI CIRCLE—continued.			
67	Ajab Singh	Naib Tahsildar	Gujarat	Gujarat.
68	Abdula Khan	Tahsildar	ditto	Khariyan.
69	Beli Ram	Naib Tahsildar	ditto	ditto.
70	Mehdi Khan	Tahsildar	ditto	Phalyan.
71	Akbar Khan	Naib Tahsildar	ditto	ditto.
72	Hargulal	Tahsildar	Syalkot	Syalkot.
73	Taj-ud-din	ditto	ditto	Pasrur.
74	Suraj Karn	ditto	ditto	Raiya.
75	Lachhmi Sahai	ditto	ditto	Zaffarwal.
76	Muhammad Ithaj 'Ali	Naib Tahsildar	ditto	Daska.
77	Murad 'Ali	ditto ditto	Gujranwala	Gujranwala.
78	Gauri Shankar	Tahsildar	ditto	Wazirabad.
79	Arjmand Khan	ditto	ditto	Hafizabad.
80	Rahim-ud-din	ditto	Jhang	Jhang.
81	Fazl Husein	ditto	ditto	Chinyot.
82	Thakar Das	ditto	ditto	Shorkot.
83	Sardar Nihal Singh, K. S. I.	Rais	Rawal Pindi	Rawal-Pindi.
84	Babu Ishar Das	Resident & teacher of Sanskrit in zil' school	Gujarat	Gujarat.
85	Kishn Chand	Member Local Committee Public Instruction	ditto	ditto.
86	Govind Sahai	ditto ditto	ditto	ditto.
87	Miyan Abdul Rahmam	Contractor	Rawal Pindi	Rawal Pindi.
	FRONTIER CIRCLE.			
88	Imam Bakhsh Khan	Chief	D. G. Khan	Rajanpur.
89	Fazl Din	Tahsildar	ditto	Jampur.
90	Mazar Khan	Chief of Lund Tribe	ditto	ditto.
91	Dinan Shah	Lambardar	ditto	Dera Ghazi Khan.
92	Fateh Muhammad Khan	ditto	ditto	Miratta.
93	Pandit Sheo Ram	Tahsildar	D. I. Khan	Lieah.
94	Khan Bahadur Khuja			
95	Muhammad Khan	Chief	Kohat	Teri.
96	Muzaffar Khan	Tahsildar	ditto	Hangu.
97	Sultan Jan	ditto	Peshawar	Naushera.
98	Arbab Lashkar Khan	ditto	ditto	Hasht Nagar.
99	Ajab Khan	Rais	ditto	Chir Gulla.
100	Aziz Khan	ditto	ditto	ditto.
101	Ghulam Murtaza	Tahsildar	Muzaffargarh	Alipur.
102	Dharm Das	ditto	ditto	Kotadu.
103	Sukhan Lal	Naib Tahsildar	ditto	Alipur.
104	Lekh Ram	Chaudri	ditto	Muzaffargarh.
105	Bhara Lal	ditto	ditto	Khanpur.
106	Thakura	ditto	ditto	Munda.
107	Kirpa Ram	ditto	ditto	Kotadu.
108	Khan Zaman Khan	Zaildar	Bannu	Piplian.
109	Muhammad Khan	Lambardar	ditto	Luki.
110	Misri Khan	Tahsildar	ditto	ditto.
111	Shekh Ghulam Muhammad	ditto	ditto	Mianwali.

Instruction given by Babu Nobin Chandra Roy and Lala Behari Lal to female students.

221. Many Members of the Local Committee at Lahore and Amritsar have taken great interest in the female schools in those cities, but Babu Nobin Chandra Roy and Lala Behari Lal, who devoted a considerable portion of their time to the tuition of women in the Hindi department of the normal schools at Lahore, deserve especial mention.

Office subordinates.

222. I have had every reason to be satisfied with the zealous and efficient manner in which Babu Ramjas, my head clerk, and Lala Mul Chand, the second clerk, have conducted their duties. The work of the Curator, Babu Chandra Nath Mittra, has been somewhat interrupted by a bad attack of fever, which he has been unable to shake off. Munshi S'adat Ali Khan deserves credit for his success in improving the lithography of the Government Press; and Munshi Aziz-ud-din, the Serishtadar, continues to work satisfactorily.

W. R. M. HOLROYD, CAPTAIN,
Director of Public Instruction, Panjab.

APPENDIX.

REPORTS OF PRINCIPALS OF COLLEGES AND INSPECTORS OF SCHOOLS.

LAHORE COLLEGE.

Principal—Dr. G. W. LEITNER, M. A., Ph. D.

I have the honor to submit my report for the Lahore Government College and the schools connected with it, for the year 1868-69.

I.—PROGRESS IN NUMBERS.

Number of undergraduates has more than quadrupled. Classification of students.

The number of undergraduates has more than quadrupled during the year under review, viz. :—

NUMBER OF UNDERGRADUATES ON

31st March 1868.		31st March 1869	
Regular students	8	Regular students ..	27
Casual ,, ...	1	Casual ,, .	11
Total ..	9	Total	38

"Regular" students are those who intend to go up for the next University Examinations.

"Casual" students are undergraduates who study one or more subjects (generally Law and English Literature).

The total number of undergraduates and non matriculated students amounted to 45 at the close of the year.

2. There were also on the 31st ultimo, 2 non-matriculated students for Law and English, and 5 men (one of whom is a B. A.) who were *only* reading Law. Altogether the number of students who at the close of the year availed themselves, in one form or another, of the instruction provided at the college, was 45.

Number of admissions during the year was 57.

3. The number of "admissions" to the college throughout the year was 57, thus—

Undergraduates still in attendance	38
Non-matriculated and merely Law students	7
Undergraduates and others who read for a special purpose and have since discontinued	12
Total	57

Names and distribution of Regular students.

4 The following are the names and distribution of our Regular students —

Classes		Names.	REMARKS
B A 1869		Lala Dina Nath	Another candidate for the B A Examination of this year is about to enter the college in the event of being provided with a suitable scholarship.
B A 1870		Lala Jai Kishn	
F A. 1869	1	Mr W A Harris	
	2	Pandit Ishar Parshad	(on leave).
	3	Aziz Bakhsh	do
	4	Bihari Lal	
	5	Atma Ram	
	6	Kirpa Ram	
	7	Pandit Ganga Ram	do.
	8	Pandit Prithi Nath	
	9	Mr E Birch	
	10	Hait Lal Misr	
F A 1870	1	Molo Mal	
	2	Roy Baroda	
	3	Basant Ram	
	4	Nand Singh	
	5	Ganga Ram, Bhabra	
	6	Ganga Ram	
	7	Dogar Mal	
	8	Ram Dyal	
	9	Ganeshi Lal	
	10	Daulat Ram	
	11	Mul Raj	
	12	Bhagvati Charn	
	13	Fateh Chand	
	14	Tola Ram	
	15	Choka Nand	

NAMES AND DISTRIBUTION OF THE CASUAL STUDENTS.

Names and distribution of "Casual" students

5. These students, most of whom had formerly belonged to the Lahore College, which they left for employment, and which they have been induced to re-enter, deserve to be brought to your special notice in the order in which their names appear. Some of them, especially those who have passed the First Arts Examination, would be glad to go up for their degree in the event of a University being established at Lahore.

Classes		Names	REMARKS.
B A Class	1	Pandit Piyare Lal	A distinguished student of the Lahore College, now Head Master of the Shah 'Alim Middle School, on Rs. 90 p m
	2	Pandit Ram Narain	Office of Director Public Instruction Panjab, on Rs 80 p m.
	3	Pandit Prem Nath	Office of Controller of P. W. A, on Rs 160 p m.
F A Class	4	Pandit Suraj Bal	Son of Pandit Manphul, C S I, formerly of the Lahore Zil' School, then of the Dehli, and now of the Lahore College, has been elected to the scholarship tenable in England on £200 p a
	5	Munshi Gopal Das	Sirishtadar of Commissioner's office, Lahore, on Rs. 150 p m.
	6	Pandit Dwarka Nath	Deputy Commissioner's office, Lahore, on Rs. 50 p m
	7	Lala Ram Chand	Office of Registrar General, on Rs 50 per mensem, and Rs 10 personal allowance
	8	Faquir Syad Jamal-ud-din	Panjab Secretariat, on Rs 200 per mensem, has been too busy to come often, but has rendered services to the college
	9	Lala Chausak Ram	Office of Inspector, Lahore Circle, on Rs 50 p m
	10	Babu Brij Lal	Office of Government Advocate, Lahore, on Rs 100 p m.
	11	Munshi Muhammad Latif	An interpreter at the Chief Court, Lahore, on Rs. 100 per mensem, has only just re-entered the college, of which he was the first "Arnold Medallist," is a particularly good Urdu and Persian scholar

6. The following are the non-matriculated students :—

Names of non-matriculated and "mere" Law students.

1. Munshi Gurdit Singh.
2. Babu Romanath Banerji.

The following study only Law :—

1. Mr. Lewis, B. A., Head Master Normal School.
2. Babu Chandra Nath, Curator, office of Director Public Instruction Panjab.
3. Mr. Raow.
4. Mr. Mitter.
5. Muzaffar 'Ali.

In addition to the above students, now on our rolls, 12 other students were admitted during the year, of whom five were casual students, who only attended for a day or two, and seven belonged to the Telegraph Department. The latter entered the English and Mathematical classes of the College and High School with the view of preparing themselves for certain examinations in their department. Having apparently gained their object, they left at the beginning of last month. Their conduct during the time they were in connexion with the college was satisfactory, and I have therefore pleasure in mentioning their names.

1. Mr. A. W. Sylvester.
2. „ J. F. Jackson.
3. „ T. C. Murphy.
4. „ F. Jasper.
5. „ T. Chinn.
6. „ J. A. James.
7. „ Greenwood.

7. I have in this place to express the thanks of the college to those heads of departments from which our casual students were drawn, who, with the view of improving the minds and quality of service of their subordinates, allowed them to attend one or more of the morning classes of this institution. My thanks are especially due to Messrs. Smyth, Cunningham, Alexander, Kirke, Coxe, and yourself.

Thanks to heads of departments who have assisted the college.

8. The above account of the progress in numbers would be incomplete without a reference to the sister institution of Lahore. The Mission College, I am happy to perceive, has increased from 9 students on the 1st of April 1868 to 17 on the 31st of March 1869. At Dehli there is only *one* college to which *both* Mission and Government schools contribute. Here there are *two* colleges. In estimating therefore the extent of University education at the capital of the Panjab the numbers attending both institutions have to be reckoned together. Thus we find—

Account of progress of college education at Lahore, incomplete without reference to Mission College.

Regular students of the Lahore Government College	... ...	27
Ditto ditto of the Lahore Mission College	... ...	17
Total	... ...	44

against 25 students at Dehli, preparing for the next University Examinations.

II.—AVERAGE ATTENDANCE THROUGHOUT THE YEAR.

9. The increase in our numbers having been *gradual* and steady, can of course not be taken at the highest point to which it reached on the 31st ultimo, as a basis for estimating the average attendance throughout the whole of the year 1868-69. Still the average attendance has been more than double what it was in the preceding year, thus :—

Average attendance is a little more than double that of the previous year; reason explained.

Average No. of students on the rolls monthly.		Average attendance daily.	
1867-68	9·3	1867-68	6 2
1868-69	19·2	1868-69	13·18

I have reason to believe that the average attendance was really 16 throughout the year, but, in consequence of the carelessness of the Clerk who had charge of these statistics, numerous "attendances" were not entered.*

III.—INCREASE IN THE RECEIPT OF FEES.

The fees collected are nearly 3½ times more than those of the previous year.

10 What people will pay for education is, probably, one of the surest tests of the value which they place on it. The amounts collected during this year have very greatly exceeded those of any previous year since the foundation of the college. They are more than three times those of the year 1867-68, viz. :—

Comparative statement of fees for the years 1867-68 *and* 1868-69.

	Rs.	A.	P.
Fees collected during 1867-68	120	0	0
Ditto ditto 1868-69	415	8	0

Rs. 49 remain due for the year 1868-69, which, added to Rs. 415-8, gives a total of Rs. 464-8.

Increase in fees has closely corresponded with that in numbers.

10*a*. The following statement will show that the increase in fees has naturally and closely corresponded with that in numbers, to which heading I of this report refers.

Fees collected during the year 1868-69.

Months.	Fees.			Remarks.
April 1868	56	0	0	Rs. 48 from previous year.
May, June } Holidays.				
July 1868	20	0	0	A portion of this belonged to previous month.
August ,, ...	16	0	0	
September ,, ...	16	0	0	
October ,, ...	20	0	0	
November ,, ...	20	0	0	
December ,, ...	30	0	0	
January 1869	62	0	0	
February ,, ...	83	12	0	
March ,, ...	91	12	0	
Total	415	8	0	

The present *month's* receipts likely to exceed the whole income of the previous *year*.

11. It is expected that the fees likely to be paid during the course of this month will amount to Rs. 129-8, in which case this *month's* receipts will exceed the income of the *year* 1867-68 by Rs. 9-8.

Application for fees to be devoted to stipend fund.

12. I trust the Government will allow us to devote the Rs. 415-8, collected during the year, to our stipend fund, which is nearly exhausted, or else to give us, as in the case of the Dehli College, a monthly allowance in return for these fees.

Lahore College as numerously attended as any other college in Upper India, whilst its cost is, at least, as little as that of any other college in the Presidency, out of Bengal Proper.

13. From the above statements it is clear that the Lahore Government College, in securing 45 students, is one of the most successful institutions of the kind in Upper India; whilst dividing its cost by either that number, or the number of its undergraduates (38), or even the number of its regular students (27), it is one of the cheapest, if not *the* cheapest, Government College in this Presidency, out of Bengal Proper.

* Such a mistake should never have been allowed to occur, and if it did occur, it should have been discovered, as it is the duty of the Principal and his assistants to enforce regularity of attendance, and attention to this matter must have shown the error.—W. R. M. Holroyd, *Director P. I. P.*

IV.—CAUSES OF THE PROGRESS OF THE COLLEGE DURING THE YEAR 1868-69.

Causes of present progress and past difficulties.

14. To understand the causes of the progress of the college, it will be necessary to point out very briefly what the difficulties have been which have hitherto impeded it.

Difficulties.

Great openings for employment at Lahore.

(*a*). The great openings which exist at Lahore, more than elsewhere in this Province, for young men who possess any knowledge of English. At Dehli it may be possible to obtain the services of a B. A. for Rs. 25* per mensem, but here any man who has merely matriculated can command appointments varying from Rs. 50 to Rs. 200.

Want of scholarships.

(*b*). In spite of these temptations, stipends of from Rs. 10 to 20—an expenditure which must always be trifling compared with the cost of tuition and inspection—were refused to the vast majority of candidates, who, without them, had no means of livelihood, and when, in a very few cases, they were not refused, they were so long delayed that students left us in despair. The college was blamed when its students preferred practical work and salary to the advantage of practising self-denial and filling our returns. To supply educated, or half educated men, for an eager, increasing, and perhaps necessarily, undiscriminating demand may, or may not, be one of the main objects of the institution of a college in this Province; but it can be assumed, with some reason, that it is not always reconcileable to send men out of the college for the service of the State and the public, and yet at the same time to keep them in the college.

Absence of definite promise of appointment to persevering students.

(*c*). The absence of any *definite* promise of lucrative and honorable appointments to those who might have had the courage to struggle on till they had taken their degrees.

Other obstructions.

That these and other difficulties existed at Lahore there can be no doubt; and my able *remplacant*, Professor W. Jardine, pointed them out on a previous occasion. To render these difficulties insurmountable, it was only necessary to take away all discretionary power from the Principal of the Lahore Institution, and this was done with considerable success, resulting almost in the extinction of the college, during the years 1864—67.†

Detail of causes of progress.

15. The causes of the progress that has been made this year will follow the order in which "the difficulties" have been stated.

Establishment of morning classes for ex-students employed in offices, and Mr. Baden Powell's lectures on Law to Candidates for Pleaderships in the Chief Court.

(*a*). The students who had left us for employment swell a class, which, from constant intercourse with Europeans, and compelled by the exigencies of their occupations, is fully alive to the importance of knowledge. Secured against want, it can become susceptible to the highest moral and mental influences. A circular was sent to them, approved and supported by you, pointing out certain practical benefits which would accrue to them by the prosecution of their studies, and offering them prizes. Whatever may have been the effect of the latter in inducing them to *re-enter* the college, it became soon evident that they *remained* in it because they found that the instruction was of direct personal advantage to them in the better fulfilment of their daily duties. In fact they have lately most readily consented to devote the rewards intended for them to the stipend fund for our "Regular" students—a concession which has enabled me to strengthen the college in its most important present relation, that of an institution affiliated to the Calcutta University. I trust, however, that the alacrity which these "casual students" have shown to pay—not to be paid—for an education which they can appreciate, will induce us to increase the appliances of the college, so as to meet all the higher educational requirements of the station, and indeed of the Upper Panjab. A step in the right direction was taken by Mr. Baden Powell, Judge of the Lahore Small Cause Court, who for some time past, with the utmost energy and public spirit, had been delivering lectures on Law, gratuitously, in connection with the college. He has not only enabled our students and others to prepare themselves for the pleader's examination of the Chief Court, but he has also advanced the purely educational interests of our college. He concurred in thinking with me that no college certificate for proficiency in Law should be awarded to any one who did not give evidence of having received a liberal education. This had the immediate effect of securing the attendance of mere Law students at our literary, philosophical, and mathematical classes.

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* This is not possible, though a student who has only matriculated will gladly accept this salary.—W. R. M. HOLROYD, *Director P. I. P.*

† There were certainly difficulties at Lahore, but there are no grounds for the latter assertion. The Principal was required to devote at least three hours to actual tuition, and to teach the subjects required for the examination of the Calcutta University. This was the extent of the interference complained of.—W. R. M. HOLROYD, *Director P. I. P.*

(*b*). As the Government did not give a sufficient allowance for stipends, they had to be provided for from private sources. The following statement will show the names of students supported during the year from Government and private funds only, partly supplemented by grants-in-aid :—

Collection of a fund for scholarships from private sources ; names of private scholarship-holders ; singular result had there been no private funds ; real economy to Government in granting scholarships ; a scholarship enables a student to resist the existing temptations of lucrative employment.

	NAMES.	REMARKS.
Government scholarships	Dina Nath. Jai Kishn. Pandit Prithi Nath. Ram Dyal.	
Dera Ghazi Khan Municipal Funds ...	Tola Ram. Choka Nand.	
Director	Bihari Lal. Gaug Ram.	
Dhalip Singh	Atma Ram. Kirpa Ram.	
Hyat Khan, Zamindara, and Principal	Aziz Bakhsh. Harris. Roy Baroda. Molo Mal. Basant Ram. Nand Singh. Bhagvati Charn. Mul Raj. Dogar Mal. Fateh Chand.	Besides 21 scholarship-holders in the Lahore zil' school.
		Ganeshi Lal and Gaug Ram II, although nominally Dhalip Singh's scholars, have been kept going by advances from this fund.

In other words, had there been no private subscriptions and no casual students, the college would now have consisted of four students, namely, the recipients of the Government scholarships. But for these four students the Government would still have to provide another Professor, as they happen to belong to four different years or classes, and the Principal and one Professor would manifestly be unable to attend to the instructions of five subjects of four different courses to four different classes; thus—

4th year	college class	B. A.	1869,	Dina Nath
3rd	ditto	ditto,	B. A. 1870,	Jai Kishn
2nd	ditto	ditto,	F. A. 1869,	Prithi Nath
1st	ditto	ditto,	F. A. 1870,	Ram Dyal

It is, perhaps, sad that men should not, as a rule, study for the sake of study, but this state of things is not confined to India. Even in countries where knowledge is a condition for almost every employment, most men are satisfied with the lowest amount that will enable them to earn a livelihood or maintain their status. Indeed our Panjab students deserve great credit for continuing their studies on stipends of the average value of Rs. 12 per mensem, when they can easily obtain employment on, at least, four times that amount. This fact speaks volumes for the influence of the teachers, and the confidence of the students in the eventual benefit to them of a system of education the practical use of which they can so little perceive. The college, although now in a most hopeful condition, must, as far as its Regular students are concerned, relapse into its old stagnation unless Government double the amount of private subscriptions, and indeed are prepared to allow stipends to *all* poor Regular students. When a liberal education—as distinguished from a professional one, which should always be made to pay for itself—becomes more appreciated, or rather when the market is glutted with graduates, and the State service fully provided with educated native subordinates, then this demand on Government bounty—which after all is the merest trifle, and which it is indeed profitable to concede—will cease. In the meanwhile, it is crippling institutions and disheartening officers to deny them a few rupees for students, when thousands are spent on the frame-work of education. Your views and those of His Honor the Lieutenant Governor are so strongly in favor of founding scholarships and fellowships, that I trust that this will be the last year in which a danger to University education may be apprehended from a false economy in the bestowal of stipends.

(*c*). The wisdom of the Government in appointing our first B. A. to a tahsildarship, and in conferring seats in Durbar on graduates, has been demonstrated by the happy effect which the measure has had in attracting men to the college, and stimulating them to persevere in their studies till they succeed in

Appointment of a B. A. to a tahsildarship, and bestowal of seats in Durbar on graduates.

taking their degrees for the sake of "*Izzat*" if not of lucrative employment. The college, as an arts institution, will however only then be a complete success when passing certain examinations will give its students a claim to, at any rate, preferential *nomination* to certain appointments under Government.

Other causes of success.

Lastly, the fellow-feeling which now exists between the Educational Department and the popular University movement, your liberality in giving a scholarship, and, above all, the intelligent latitude which you have allowed me—and without which responsibility is impossible—in the collection and distribution of funds for poor students, the hours of study and the treatment of subjects,—have enabled me to rouse the flagging interest of the community in the college, to keep students from seeking employment, and to render tuition available and attractive to those whom occupation in offices had, apparently, for ever disconnected from us

V.—SUCCESS AT EXAMINATIONS.

Details of successes achieved in University and Departmental Examinations.

16. The following were the results of the half-yearly examination of the 1st, 2nd, and 3rd year classes in July last. The total number of candidates in these classes sent up were—9 from the Lahore College, of whom 2 passed, omitting the B. A. student (4th class); 16 from the Dehli College, of whom 1 passed; and 6 from the Lahore Mission College, of whom none passed; the percentage of success being therefore greatly in favor of the Lahore College.* With regard to the average number of marks obtained by each student, the following are the figures:—Lahore College, 169½ marks; Dehli College, 162; Lahore Mission College, 119; these results also being in favor of the Lahore College. The success according to classes was as follows:—3rd year college class—Lahore sent up one man, who failed; Dehli, 4, who failed. 2nd year class—Lahore passes one in four; Dehli one in three. 1st year class—Lahore passes one in four; Dehli none in nine; the Lahore Mission none in six. No student offered himself for the B. A. Examination of that year, Pandit Piyare Lal refusing to try again after his late—and to us all inexplicable—disappointment. Of the candidates for the First Arts Examination, Jai Kishn, the only one whom I advised to present himself for it, passed, whilst his three other fellow-competitors from this college failed.† So long as a scientifically precise, uniform, and well-understood system of marking does not prevail at examinations, unmitigated elation at the success, or dejection at the failure, of one's pupils seems to be unwise. The best students, as in the case of Piyare Lal, fail, when men, of whom no or little hope is entertained, pass. And I fear that certainty in the work of preparation, and in the estimate of candidates' chances, cannot be approximately—for absolute certainty will always from the nature of the subject be unattainable—reached, as long as teachers and examiners alike are, as a rule, unacquainted with the principles and constant progress of the "science of education," which, cultivated principally in Germany, where it is somewhat uncouthly termed "*Paedagogik*," has led to almost scientific precision in tuition and examination.

In the Departmental Examination of the 1st and 3rd year college classes in December last, 1, out of the six of the Lahore students, who presented themselves, passed, against 2 out of 14 of the Dehli, and none out of seven of the Lahore Mission College. The "general" statement is thus favorable to the Lahore College. The "detailed" statement, which follows, is equally so, except in the subjects of Mathematics and History.‡

Subjects.	Lahore Mission College.	Dehli Government College.	Lahore Government College.
English ...	3 out of 7 or 43 per cent. ..	5 out of 14 or 35·7 per cent. ...	4 out of 6 or 66·6 per cent.
Arabic ...	4 out of 7 or 57 per cent. .	13 out of 14 or 93 per cent .	6 out of 6 or 100 per cent.
Mathematics.	1 out of 7 or 14·3 per cent. ..	10 out of 14 or 72·4 per cent. . .	3 out of 6 or 50 per cent.
Philosophy ..	6 out of 7 or 85·7 per cent. ...	11 out of 14 or 78 per cent. .	5 out of 6 or 83 per cent.
History	0 out of 7 ..	12 out of 14 or 85 per cent. . .	3 out of 6 or 50 per cent.

There is some danger in an exaggerated faith in "statistics," for these can only, to a certain extent, be reliable, when they are, if I may use the term, "every-sided."

* It should be observed that one Dehli student was absent from the examination in Mathematics, Philosophy, and History, and another was examined in Arabic only. If these two be excluded, the average number of marks obtained by each student is higher at Dehli.—W. R. M. Holroyd, *Director P. I. P.*

† The results of the Departmental Examination held in July seemed to show that Jai Kishn would certainly pass the First Examination in Arts; that W. Harris would fail, and that the other two would have a fair chance if their studies in Arabic and Mathematics were vigorously prosecuted.—W. R. M. Holroyd, *Director P. I. P.*

‡ The average number of marks gained by each student was considerably higher at Dehli, whether the 1st and 3rd year classes be taken together or separately. In the 3rd year class the Dehli students held the 1st, 2nd, 3rd, and 5th places. The Lahore students the 4th place. In the 1st year class the Dehli students held the 1st, 2nd, 3rd, 5th, 6th, 8th, 11th, 12th, 13th, and 20th places, and the Lahore students the 4th, 7th, 10th, 16th, and 18th. Doctor Leitner's figures are correct as far as they go, but must be taken in connection with statistics given above. It must also be borne in mind that there were 4 classes at Dehli, and up to the end of December 1868, only 3 at Lahore, and that to teach the former there were only two Englishmen, who would naturally bestow their chief attention on the classes about to undergo the examination of the C. G. The total number of students under instruction also was considerably greater at Dehli than at Lahore.—W. R. M. Holroyd, *Director P. I. P.*

Prospects of the next half yearly examination.

17. The next half yearly examination will, I trust, show the progress that our men have made in their subjects, excepting, I fear, Mathematics, in which instruction has been insufficient. It is rather a pity that the college should be closed for two months in the year, but with the exhausting work of lecturing, less than that period for vacation would not keep our staff in health; whilst the fact of being under-officered prevents us from making arrangements for a portion, at any rate, of the work being carried on whilst any one teacher is away on leave.

VI.—SERVICES OF COLLEGE STAFF.

Services of Mr. Beddy, Mr. Rebsch, Maulavi Hamid-ud-din, Pandit Bhagwan Das, Mr. Armstrong, and Mr. Maitra.

18. I cannot speak too gratefully of the kindness, readiness, and efficiency with which the gentlemen whose names I venture to bring to your special notice have assisted me during the year in question.

Mr. Beddy taught Philosophy in the college with the marked success, which the late Departmental Examination has attested, up to December last.

Mr. Rebsch, who succeeded Mr. Beddy in teaching that subject, is now entirely employed in the college, where he also gives instruction in History. I have repeatedly brought his name to your notice, and I can only add now that his zeal, punctuality, and ability as a teacher have been of the highest value to the college, and prove how deserved is the reputation which he gained as a student of King's College, London, of which he is an Associate, and in which he gained several prizes and well-contested scholarships.

Maulavi Hamid-ud-din, who officiated for our excellent Assistant Arabic Professor during the latter's long illness, has displayed an energy, readiness to undertake additional work, and a taste for critical scholarship, such as are rarely found out of Europe. He possesses considerable ability, and will, I trust, discharge the duties of his substantive post as Oriental Master of the High School, to which he has reverted since the return of Maulavi 'Almdar Husein, in a satisfactory manner. All his pupils passed in Arabic at the late Departmental Examination.

The Sanskrit teacher, Bhagwan Das, is doing well, and is encouraging a growing taste for Sanskrit among the students of the College and High School.

I have also gratefully to acknowledge the services of Mr. W. P. Armstrong, of the Railway, and of Mr. Maitra, of the Mission College, who gave mathematical instruction to our students during the absence of Mr. Crank, the Mathematical Professor.

VII.—PROSPECTS OF THE LAHORE COLLEGE.

Prospects of Lahore College considered from two stand points—(1), as an institution affiliated to the Calcutta University; (2), as supplying servants for the State and the public.

19. The prospects of the Lahore College have to be considered from two stand points—that of an institution affiliated to the Calcutta University, or any other University giving a liberal education—and that of an institution supplying and improving servants for the State and the public. The preparation for degrees in arts will remain impeded by the temptation of employment till such time as the value of a liberal education becomes self-evident to the natives, and must depend, for the present at all events, mainly on the number and amount of scholarships required to make our students acquiesce in a system which we have devised. On the other hand, fitting young men "for the world" requires little artificial stimulus, as its operation and success are determined by a practical and natural demand. It has been shown that our "Casual" students do not require to be paid to attend our lectures. I hope now to be able to point out that the numbers and usefulness of the Lahore College can be vastly increased if any or all of the following suggestions are carried out :—

A regular legal training and evidence of liberal education to be required from intending pleaders.

I. To insist that intending pleaders of the Chief Court and of Subordinate Courts undergo a *regular* course of legal training under a competent Professor at the college of the capital, where also the highest Appellate Court of this Province is holding its sittings; that these candidates be made to give evidence of having also received a liberal education, and on production of such evidence, together with passing a satisfactory examination in Law, receive the College Law certificate, which certificate is to entitle them to plead in the Panjab Courts. Nothing could lower the Panjab Bar more than to flood it with men who, really uneducated, had been able to cram enough of Law to pass the pleader's examination. The Law students of the Agra College are enabled to plead in the Subordinate Courts on production of their final college certificate, and Professor Jardine has, with every prospect of success, been applying for their admission to the High Court. I believe that the learned Judges of the Panjab Chief Court will give us their approval and guidance in this matter. The adoption of this suggestion will, remembering the immense openings for pleaders throughout the country, secure for us a constant and large supply of students, and to the Chief Court and the Subordinate Courts in the Province a body of well-trained and educated native pleaders.*

* I entirely concur with the opinion of the Principal on this subject. Some months ago I referred the matter to Government, but its consideration was postponed pending the decision of the Supreme Government with reference to the scheme for a Provincial University.—W. R. M. HOLROYD, *Director P. I. P.*

Necessity for requiring a higher degree of education in candidates for the Medical School.

II. Similarly, I think that the time has arrived when steps should be taken for creation of a medical profession independent of Government employment, whilst there is an immediate necessity for insisting that our native medical officers should have greater general education than the majority of them possess at present. Hitherto students for the medical school are recruited from the 4th and 5th classes of our zil' schools, and it can therefore be no matter for surprize that not all of our native Sub-Assistant Surgeons maintain the dignity and influence of a learned profession. I would venture to suggest that in future medical students should be drawn not lower than from the 1st and 2nd classes of our high schools, and by and by from matriculated, and, then, from First Arts men only; that also medical students should be required, whilst prosecuting their professional studies, to attend lectures on English Literature and Oriental Classics. Once the *literary* standard of the Medical School is raised, it is quite clear that the numbers in the higher classes of our schools, and subsequently in our colleges, must largely increase.*

Passing the Entrance, the F. A., the B. A., and the M. A. Examinations to constitute a claim, in connexion with other qualifications, to *nominations* for certain corresponding Government appointments.

III. If it were distinctly notified that passing the Entrance, the F. A., the B. A., and the M. A. Examinations of an University constituted a claim, in connexion with other qualifications, to *nominations* for certain corresponding Government appointments, an increase would soon be visible in the number of our students, especially of those belonging to the wealthier classes. It would then be possible to fully educate our men for the highest posts for which Government may wish to render natives qualified, or which it now confers on them.†

Institution of useful and attractive lectures to employés.

IV. The institution of classes out of office hours for the special benefit of employés in offices, whether European or Native, whose education has been neglected. Lectures of a generally attractive and instructive nature, and instruction in precis writing and translation, would be sure to draw a large number of men to the college. I conceive it to be the duty of the department to provide, if possible, tuition in any branch of recognized science, which a number of men express their intention, proved by payment of fees, earnestly to study.

Devotion of the college staff to the interests of the students; gradual opening of higher educational appointments for natives; creation of professions; bestowal of dignity of Maulavi and Pandit, and its scholastic privileges, and constant *rapport* with the people.

V. Last, not least, is, considering the peculiar difficulties of a college at Lahore, the devotion of its staff to the educational and even personal interests of the students, necessary to its success. I venture to think that to our department is assigned the privilege and duty, to be the first to open, cautiously and gradually, its higher appointments to deserving natives. At all events, with some prizes in our gift, the college ought to secure the continuance in their studies of those who might be willing to read for honors and are determined to take the higher degrees. The creation of *professions* independent of Government employment, and the improvement of those in it; the fair trial of every attempt to render our education more sound and our instruction more comprehensive and practical; the hold which we would gradually obtain on the learned classes of this country by conferring the dignity and scholastic privilege of Maulavi and Pandit as a *right*, where it is now abused as a title of ancestral learning or present courtesy;—these and other opportunities of the same kind indicate, in spite of the obstacles necessarily connected with every attempt at reform, the immense field that yet remains untrodden by our educational operations. But educational triumphs can only be achieved by consulting, not so much the preconceptions of teachers and inspectors, as the real wants of those who are to be taught; and, unless we keep ourselves constantly *en rapport* with the people, neither funds for scholarships, nor students, nor municipal assistance, nor what is worth so much more—the sympathy of those for whom we labor—will be obtainable.

Vast projects for the Lahore College, in carrying out above suggestions, because Lahore is centrical, the capital, and has not to compete with colleges in neighbouring cities. The year 1869-70 should see the number of students rise from 45 to 100, if acting in concert with the people is continued.

20. In considering the suggestions I have made, it will be necessary to bear in mind that Lahore offers many facilities for their realization. It is the capital, and is more centrical than Dehli. It has not to compete with other colleges, as Dehli has with Agra, Bareilly, and Benares. The Lahore College, although more numerously attended than any other college in Upper India,' is still in its infancy, and there is no reason why, by acting in concert with the people, it should not next year have 100 students instead of 45.

VIII.—STUDENTS OF THE LAHORE COLLEGE.

Character of students of the Lahore Government College; effect of "Lahore College Literary and Debating Society;" spread of English education in Lahore shown in the labour of a "Young Panjab" corresponding with awakened interest in Orientalia.

21. In anticipation of my application for six months' leave to Europe on urgent private affairs being granted, I take this opportunity of recommending to my successor the excellent young men who have been and are members of this college. Perhaps, less intellectually brilliant than those of Dehli, they possess a depth of character and soundness of judgment which, under kind guidance, can not fail to bring about the most encouraging results. Instances of the most honorable conduct on the part of our students under trying circumstances, are on record; and their public spirit, influenced by firm but affectionate teaching, is deserving of your notice. Nearly every one

* This measure should no doubt be carried out as soon as practicable; the only danger is that if introduced too rapidly, the Medical School would be left without students, unless indeed the stipends of all the pupils were raised. —W. R. M. Holroyd, *Director P. I. P.*

† I think that such a measure would have a very good effect; it might be ruled that no substantive appointments of certain grades should be given to any man who might enter Government service after a certain date, unless he had passed the necessary examination. The subject will no doubt receive the attention of the University College Senate now about to be constituted.—W. R. M. Holroyd, *Director P. I. P.*

of them applied for the State scholarship in England, whilst no one at Dehli was willing to expatriate himself for even a short time; over twenty of the Lahore College and School competed for an Interpretership to the Sikh Police in China; and it was with some difficulty that some of them were prevented from volunteering, in almost any capacity, for the Abyssinian expedition. The "Lahore College Literary and Debating Society," founded in 1864, shortly after my arrival, has called into existence several kindred societies, and is now under the presidency of Mr. Rebsch, and in possession of sufficient funds for its operations; whilst it is a satisfactory circumstance that, in spite of, or rather because, the "Oriental movement" has created such general enthusiasm, the spread of English education should have met with the striking result it has exhibited at Lahore, namely, the calling into existence the productions of "Young Panjab," which, for dignity, loyalty, and moderation of tone, are, I venture to think, an example to the publications of "Young Bengal."

IX.—THE ZIL' AND BRANCH SCHOOLS.

Hopes of Mr. Beddy's promotion; result of amalgamating classes composed of sons of Raises with those composed of sons of tradesmen, &c., &c; working of the new scheme of dividing the zil' school into high, middle, and lower school.

22. I must let Mr. Beddy, the Head Master, speak for himself in the report which is appended; but I cannot forbear expressing a hope that, under your auspices, he may at last receive that promotion which, without any fault of his, has been so long withheld from him, whilst 2nd and 3rd Masters, serving under him, have been promoted over his head to Inspector and Professorships. His services to the school have been invaluable, and he has secured the good will of the Raises of Lahore. Owing to the amalgamation of the students from the higher with those from the lower classes of the population, the school had somewhat suffered in status, but latterly, I am happy to say, the number of children of native gentlemen has been on the increase. The scheme of dividing the zil' school into high, middle, and lower school met with disfavor, resulting in the withdrawal of many boys; but I am glad to see that in consequence chiefly of Lala Siwaya Ram's efforts, the lost numbers are nearly made up by recent accessions.

The Shah 'Almi Middle School. Reasons why Government institutions are at a disadvantage, as regards numbers, when compared with Mission schools.

23. The Shah 'Almi Middle School also is likely to prosper under the able management of Pandit Piyare Lal, an old student of the Lahore College; but he complains that the high rate of fees, the discomfort of the present building, and, above all, the fact that the Mission schools, in opposition to the system of Government, teach English in the lower schools instead of the prescribed Vernacular, and thus draw away pupils who are anxious to study—(1), what will pay best; and (2), what will cost them least. This and the closing of the Sathan Branch School has greatly affected our numbers in those elementary establishments. With every appreciation for Missionary educational enterprize, I cannot help thinking that it is scarcely just to Government institutions to condemn them for the smallness of the number which they attract, and to give them no credit for the large fees which they succeed in obtaining. The following statement will show the kind of competition—very different from a healthy emulation of better teaching—from which Government institutions suffered during the year 1868-69:—

COLLEGES.	Average daily attendance.	Amount of fees collected during year.	Amount of fees per student.	REMARKS.
Mission College . .	8	Rs. 31 5 6	Rs. 3 14 0	The Govt. College gets more than 6 times the amount of fees in proportion.
Lahore Govt. College	13·18*	,, 415 8 0	,, 25 14 6	
SCHOOLS.				
Mission School	236	Rs. 457 15 7	Rs. 1 15 0 per annum.	The Govt. get more than 6 times as much in proportion as the Mission School.
Govt. Zil' School .	90	,, 1,156 1 3	Rs. 12 13 6 per annum.	

* I think it however more just to the Mission College to take 16 as the average attendance, as explained elsewhere, and not 13 8, which would give us 10 times higher fees than the Mission College in proportion.

In the branch schools this system of under-selling operates still more disadvantageously on Government schools. Twenty-five per cent. are admitted gratuitously in Mission schools, but we have not the power to make the same concession in favor of poor students. The following statement will show the difference between numbers and fees in the Government and Mission Branch Schools:—

Branch schools.	No. of pupils.	Fees paid during the year.	Remarks.
Government .. { Shah 'Almi, Toshey Khana, Dehli Gate }	284	432 9 0	
Mission Branches, 15 in number ...	1,093	503 11 9	

The following are the rates of fees charged by Government and Missionaries respectively :—

Government institutions.	Missionary institutions.
College fees, Rs. 2 0 0 per mensem	College, per mensem 4 annas.
Zil' High School.	Main School, 1 to 4 annas per mensem.
1st Class, 2nd ,, 3rd ,, } 1 rupee each p. m.	
Middle School.	
1st and 2nd Class, 12 annas each per mensem 3rd ,, 4th ,, 8 ,, ,, Lower School 6 ,, ,,	Branch Schools, 6 pies per mensem.
Shah 'Almi.	
Middle School (all classes) 4 annas per mensem.	
Lower School.	
Dehli Gate, Toshey Khana } 2 annas.	

I have not the least objection to Missionaries charging even nothing at all for their instruction: all I submit is that it is incorrect to call theirs the more popular institution, when the true test of popularity—what people will pay for their education—is so strongly in our favor. The right course would be to have one uniform rate of fees for both Government and Mission schools, and I am sure that for many years to come both organizations will have as much to provide for as they can possibly undertake.

The great danger in putting Government schools, in every respect, on the grant-in-aid footing. Fatal results of private speculation in scholastic matters.

24. In conclusion, I would most humbly dissent from the superstition which seems at present to prevail on the subject of private enterprize in education. Ten centuries of such enterprize in England had almost culminated in a state of "national" ignorance, in which nothing was so perfect as its jobbery, and which is now being swept away by the touch of a Royal Commission. *Private* enterprize must be distinguished from *national* enterprize, as shown, for instance, in the Lahore University movement. In England, the former is, as a rule, the last speculation of broken-down livelihood hunters, and even time-honored institutions founded on private enterprize have lately had a prestige rudely shaken which only lasted as long as its pretensions were not critically examined. At all events, the Government of England is *now* taking "national" education in hand, and imitating those other civilized countries in which the scholastic speculator is subject to the same stringent rules of inspection and examination as the Government official. In India this is even more necessary, for private instruction in this country can not, as yet, compete with the talent and honesty which the Government is, at any rate, *able* to command.*

* That all educational institutions should be subject to stringent rules of inspection and examination there can be no doubt, and no school should be aided by Government unless it maintains a certain educational standard under thoroughly efficient staff. The regulations on this subject can be gradually made more strict without interfering to an undue extent with the liberty of action enjoyed by Managers. All educational institutions in this Province have suffered more or less from poverty of means, and the lower classes especially of neither Government nor aided schools have even yet been supplied with really efficient teachers. A great improvement has taken place, but much remains to be done. In the case of Government schools it appears to be the desire of Government not to withdraw the control of the State, but to stimulate the interest of the people and induce them to contribute more largely than heretofore to the cost of education. There is, I apprehend, no idea of leaving everything to private enterprize unchecked by proper supervision as Dr. Leitner seems to suppose; such a course would no doubt prove most disastrous.—W. R. M. Holroyd, *Director P. I. P.*

It is therefore with considerable apprehension that I look upon a proposal to reduce Government institutions to the status of grant-in-aid schools. Such a measure is simply fatal to the true interests of education in this Province, for it really only means that Government institutions are to be consigned to that poverty of means and talent which, as a rule, characterizes grant-in-aid schools, without giving them that liberty of action which alone hitherto has made private enterprize in this country ostensibly successful. The true policy, in my humble opinion, is, whilst in every legitimate way encouraging private Managers of schools, to strengthen the Government system with the view to its *perpetuation* as a model, till such time as the NATION is able to take education into its own hands, when it will still remain Governmental, though *representative*. In the meanwhile, till our expenditure on education equals, at least, that of the canton of Zurich, it is positively disastrous to be led away by the will-o'-the-wisp of private scholastic enterprize in a Province like the Panjab.

Conclusion.

25. I intended to submit to you a complete scheme of college education, but my ill health must plead as my excuse for breaking off in this place.

G. W. LEITNER,

Principal, Government College, Lahore.

DEHLI COLLEGE.

Principal—C. R. COOKE, Esquire, B. A.

I have the honor to submit my annual report for 1868-69.

2. In order that the progress of the year under review may conveniently be compared with that of former years, I will follow the practice of my predecessor, and report (1) on the results of the several examinations at which students of the Dehli College and Schools have competed, and (2) on the success which these institutions have attained in their function of preparing young men for life.

University and Departmental Examinations

3. The examinations of the year may be divided into *University* and *Departmental*. With regard to the former, I believe I shall be able to show that the success of the Dehli College has been above the average both of the Panjab and of the entire Bengal Presidency, and fully equal to that of previous years. The table here appended gives the results of the examinations for Entrance, First Arts, and B. A.

		No. of candidates.	Passed				
			1st division	2nd division.	3rd division	Total.	Per cent.
All Bengal Presidency	Entrance.	1,734	146	435	311	892	51
All Panjab	Entrance.	78	3	17	18	38	49
Dehli College School	Entrance.	10	2	5	0	7	70
All Bengal Presidency	First Arts.	423	12	81	103	196	46
All Panjab	First Arts.	11	1	0	3	4	36
Dehli College	First Arts.	4	1	0	2	3	75
All Bengal Presidency	B. A.	174	14	33	30	77	44
All Panjab	B. A.	1	0	1	0	1	100
Dehli College,	B. A.	1	0	1	0	1	100

From the *percentage* column of the above table it will be seen that although in both the Entrance and First Arts Exminations the Panjab generally is below the average, the Dehli College is in one case 19 and in the other 29 per cent. above it.

B. A. Examination.

4. The only Panjab candidate for the degree was Sri Ram from Dehli, and he passed in the 2nd division. He failed last year, and I have therefore the greater pleasure in now reporting that it was by a very few marks only that he missed being placed in the 1st division. He is a fair English scholar, and if he had the opportunity of steadily reading for a couple of years more, he would, I am confident, take his M. A. degree with credit. He was indeed very anxious to continue his studies in the college; but I could not encourage him to do so, as, with a single Professor and four full classes, it would be folly for us to attempt to undertake extra work.

First Arts Examination.

5. The results of the First Arts Examination this year are, as far as this college is concerned, extremely satisfactory. We sent up four candidates, of whom three were successful; the fourth, who had always stood second in the class, and whom we certainly expected to pass creditably, disappointed us. Two out of the three were placed in the third division, while the third, Hukm Chand, stood fifth in the 1st division—a higher place than has ever been taken by a Panjab student in this or any other examination of the Calcutta University.

Entrance Examination.

6. In the Entrance Examination three failed out of ten who went up; but although this is a larger proportion of failures than last year, when 11 passed out of 12, yet the percentage, 70, which measures the success of the Dehli Collegiate School, is 21 per cent. in excess of the measure for the whole Panjab. Further, it is satisfactory to note that the seven Dehli boys who were successful, all passed well, two in the first division and five

in the second. They stood 2nd, 3rd, 5th, 7th, 9th, 11th, and 17th, among the thirty-eight successful men of the Panjab. The success of this class reflects the greatest credit on the Head Master, Mr. C. S. Kirkpatrick, who (with the assistance of the 2nd master or rather of several 2nd masters) prepared them for their examination under somewhat difficult circumstances, which he describes in the following words :—

"During the year under report there have been many changes in the staff. This perhaps was unavoidable, but it cannot but have proved detrimental to the school to undergo so many changes of teachers. Lala Sagar Chand, B. A., left in May 1868 for Rewari; Mr. Hamilton in July of the same year; Maulavi S'adat 'Ali Khan in the same month; his brother, Maulavi Ahsan 'Ali Khan, not long after; Mr. Rebsch, in November; Lala Rajju Mal in December; and Messrs. Scott and Moor in February 1869. The 2nd and 3rd classes have suffered most from this, for during the past year there have been no less than SEVEN second and third masters."

All the matriculated students are reading for the higher examinations.

7. All the seven men who matriculated in December last have entered the college and are reading for the First Arts Examination of 1870. They have elected to take up Sanskrit as their second language in preference to Arabic, and I have made a temporary arrangement for them to receive instruction from the Head Pandit of the Aided Sanskrit School lately established in the city. I trust, however, that the appointment of an Assistant Professor of Sanskrit will soon be sanctioned.

Government scholarships.

8. Before leaving the subject of the University Examinations, I will refer to the award of the Government scholarships which is made on their results. Three senior and eight junior scholarships were competed for by the affiliated colleges of the Panjab; of these two of the former and five of the latter were gained by the Dehli College.

Gubbins's scholarship.

9. I have much pleasure in reporting that a scholarship of Rs. 35 per mensem has been founded in the Dehli College by Mrs. Bathoe, widow of the late Mr. Charles Gubbins Bathoe, of the Bengal Civil Service. The trustees are the Commissioner of the Dehli Division (*ex-officio*), the Inspector of Schools, Ambala Circle (*ex-officio*), Nawab Ziya-ud-din Khan, and Lala Salig Ram. The scholarship, tenable for two years, is to be awarded to "that one second year student of the Dehli College who shall stand highest in the First Arts Examination latest held in the Calcutta University, or to that one second year student of the Dehli College who shall stand highest in the First Arts Examination latest held of a Provincial University, should such be founded in the Panjab." The first scholar elected for two years from 1st January 1869 is Hukm Chand, who passed the First Arts Examination in December last.

Lala Wazir Singh's scholarships.

10. I should not omit to notice in this place the liberal donation of Lala Wazir Singh, who has placed at my disposal funds sufficient to provide two scholarships, of 10 rupees each, tenable for one year, and to be awarded to such deserving students of the college as I shall recommend. Such an act of generosity on the part of Wazir Singh is the more marked that he already incurs a considerable monthly outlay on his own schools, which I shall notice further on.

The two Departmental Examinations of the year.

11. I will now proceed to collate the results of the two half-yearly examinations, in which the students of the college are required to compete with the other college classes of the Panjab.

Examination of July 1868.

The first of these was held in July last. In the 4th year class there was only one candidate, Sri Ram; he passed in all his subjects.

In the 3rd year, four out of five candidates belonged to the Dehli College; of these Nand Kishore stood first in English, Yusaf 'Ali first in Arabic and in Logic, Sheo Nath first in History.

In the 2nd year, out of the eight students who presented themselves, three were from this college; and of these Hukm Chand stood first in English, Mathematics, and History.

In the first year there were nineteen students in all the Panjab, of whom nine were from the Dehli College. Madan Gopal stood first in English and in Mathematics, Shib Chandra Bos first in Arabic, and Sham Jas first in History.

Examination of December 1868.

In the Departmental Examination of December 1868, only the first and third year college classes presented themselves, the other two being engaged in University Examinations. In the first year there were in all the Panjab twenty-three candidates, and of these the following Dehli students stood first in the several subjects. Shib Chandra Bos in English and in Arabic, Kesri Singh in Mathematics, Kashi Nath in Philosophy, and Madan Gopal in History.

In the 3rd year there were only five candidates, all except one from the Dehli College, and I may here remark that it has been unfortunate for this class that they have had so little competition out of their own college. Yusaf 'Ali stands first in English, Arabic, and History, and Nand Kishore (taking 78 marks out of 100) stands first in Mathematics.

The second year class, now containing eleven students, will go up for the First Arts Examination in December next. They are all men of *average* intelligence and industry, and *may* all get through, but I do not anticipate that they will distinguish themselves in any marked way.

The 3rd year class will be candidates for their degrees in January 1870; two out of the four may, I think, be considered safe; of the other two I would prefer to pass no opinion at present.

12. In concluding this review of the results of the examinations of the past year, I submit that the success of the Dehli College has been in no case below the average of other colleges or other years. We have made no ambitious attempts to do more than carry out the conditions of our affiliations to the Calcutta University, and indeed with our very limited staff it has been no easy task to direct the reading of four classes, each in five different subjects. I have already stated that I have found myself obliged to relinquish the idea of carrying a student beyond the B. A. degree. This is a matter of serious regret, for I consider that to a man who has taken a creditable place in the B. A list, two years devoted to the study of one particular subject (whether English or Mathematics or History), as required for the M. A. degree, would be of the very highest importance.

The college considered as an institution preparing young men for life.

13. Before I proceed to consider the efficiency of the Dehli College as an institution preparing young men for life, I would draw your attention to the following table, which gives the number on the rolls and the average daily attendance at the present date as compared with last year :—

Name of class.	31st March 1868.	31st March 1869.	
5th year class	1	0	*N. B.*—These are all matriculated students who attend regularly for five hours daily.
4th " "	1	4	
3rd " "	4	2	
2nd " "	6	11	
1st " "	14	8	
Total	26	25	
Average daily attendance	25	23	

14. Of the 26 students whose names were borne on the rolls at the beginning of the year, the following have left the college :—

Bharon Parshad ...	B. A. 1868	3rd Master, Dehli College School, on Rs. 180 per mensem.
Sri Ram	B. A. 1869	Assistant Professor, Dehli College, on " 140 "
Tulsi Ram	First Arts 1868 ..	Studying at the Rurki College with a scholarship of Rs. 50 p. m.
Sheo Dyal	Entrance 1866 ..	Translator in *Koh-i-Noor* Press, Lahore, on Rs. 50 per mensem.
Khettar Chandra ...	" " ...	Assistant Master, Karnal Zil' school, on " 35 "
Omrao Singh	" 1867 ...	Head English Teacher of the Anglo-Sanskrit School, Dehli, on Rs. 40 per mensem.
Sham Nath	" " ...	Assistant Munsarim at Fyzabad, on Rs. 50 per mensem.
Girdhari Lal	" " ..	Preparing for the Pleadership Examination of 1869.
Kishori Lal	" " ...	Assistant Master, Allahabad School, on Rs. 35 per mensem.
Ganga Parshad	" " ..	Dead.

It will be observed that of these ten men, seven have taken employment on an average salary of over Rs. 75 per mensem, and two are studying elsewhere for special examinations. By the death of Ganga Parshad we have lost one of the most promising of our first year students; at the Entrance Examination of his year he stood first in the Panjab, and was awarded the Arnold Medal.

Employment of boys who have left the zil' school.

15. Referring to boys of the zil' school who have obtained employment, Mr. Kirkpatrick writes—"A great number has been employed on the line of Railway just opened between Ghaziabad and Ambala, as Assistant Station Masters, Booking and Goods Clerks, &c. It is impossible to ascertain the nature of employment and salary of every ex-student."

From further enquiries which I have made I find that nine students who have left the upper school, and whose present employment is known, earn an average salary of Rs. 24-7-0 a month; three of these are employed in the Educational Department, four in the Railway one in the Public Works Department, and one as Regimental Clerk at Rurki. There are also several others who are working as probationers in various offices. Students, both of the college and school, have little or no difficulty in obtaining immediate employment on leaving. As far as appointments in the Educational Department are concerned, I shall be glad to see a rule laid down by which no candidate shall be considered qualified for employment in any but the lowest grades, unless he shall have passed at least the First Arts Examination. The standard is not by any means too high, and may in a few years be raised to that of the degree.

Dehli collegiate school.

16. The new arrangement, by which the collegiate school was last year divided into an upper, a middle, and a lower school, works admirably. The chief reason for the success of the scheme is that it gives a responsible head to each of the three departments.

Upper school.

The upper school, containing 3 classes and 73 boys, is under the immediate superintendence of the head master, who also supervises the two lower departments.

Middle school.

The middle school has been placed under the charge of Munshi Kanhaya Lal, lately Assistant Master and Boarding House Superintendent of the Agra College. The school has been divided into an Arabic and a Mathematical Department, and the instructive staff thoroughly reorganized.

Middle school examination.

Twenty-eight students were sent in to the middle school examination held here in January last. Ten passed by the standard of 40 per cent. on the aggregate number of marks obtainable for *all* subjects; *one* of them, Ghamandi Lal, taking the first place in the Panjab. I think it probable that a very much larger number of candidates will be prepared to present themselves for examination next December, and I trust with more marked success.

Increase of fees.

17. With regard to fees in the upper and middle schools, Mr. Kirkpatrick has been at some pains to raise them to a more satisfactory amount than it has hitherto been found possible. I will quote his remarks on the subject. "The average rate of fees is in the upper school 15 annas 4 pies, and in the middle school, 6 annas 10 pies. From several boys who were free formerly, and several who paid very small fees, I have been obliged still to take less than the minimum amount. I am always very careful to exact fees from all who can pay them, and hope to be able to report next year that the average rate is higher. You will observe that it is now in the middle school 14, and in the upper school more than, 30 per cent. above the minimum* rate."

Lower school.

The lower department of the zil' school is purely vernacular, and like the rest of the vernacular schools is supported on the grant-in-aid principle. On the 1st January last, new teachers were appointed, and the school placed on altogether a better footing; the consequence has been that the number of pupils has since that date increased from about 40 to over 100.

The Head Teacher, Muhammad Hayat Khan, is well spoken of by Mr. Kirkpatrick.

Branch schools.

18. At the commencement of the year under report there were three branch schools in Dehli, but it has been considered expedient to close two of these, viz., the Pipal Mahadeo school, under the patronage of Rajahs Debi Singh and Salig Ram, and the Dariba school, of which Rai Sahib Singh was the patron. From the former of these most of the boys were admitted into Lala Ishri Parshad's aided school, and from the latter a great number were drafted into the zil' school. *There now remains only the Chelon-ka-Kucha branch school*, the highest class of which corresponds to the first class of the middle school. The work has been satisfactorily done during the year, and the school has been well looked after by the patron, Lala Wazir Singh.

Aided schools.

Three Anglo-vernacular schools.

19. There are three Anglo-vernacular and eight purely vernacular aided schools open to my inspection in the city. The Anglo-vernacular schools are Lala Wazir Singh's school in Nil-ka-Katra, Lala Ishri Parshad's school in Charkhawala, and the Anglo-Sanskrit school in the Chandni Chauk.

Wazir Singh's school.

20. The Nil-ka-Katra school is in a satisfactory condition, and well cared for both by the Manager and the teachers. Wazir Singh has increased his monthly subscription from Rs. 30 to 35, the fees amount to Rs. 25, and the Government grant is Rs. 60 a month. I should not omit to notice that the rate of fees in this school is above the average of schools of the same class. At the annual examination in December last this school passed better than any other school in the city, and the teachers are deserving of commendation.

Ishri Parshad's school.

21. The Charkhawala school keeps up its numbers, and has lately had an increase of pupils from the closing of one of the branch schools which was situated in the vicinity. Bashi Lal, the head teacher, is an ex-student of the Dehli College, who passed the First Arts Examination in 1866. Ishri Parshad does much by his frequent visits to keep up the efficiency of the school. His subscription is Rs. 35 a month, and the fees amount to Rs. 22.

Anglo-Sanskrit school.

22. The proposal to establish a Sanskrit school in Dehli originated with Lala Rami Mal, a native gentleman, who offered to subscribe Rs. 50 a month towards this object, other persons put down their names for smaller sums, and the total amount subscribed was over Rs. 100 a month, the subscribers untertaking to continue their

* Minimum rate fixed—Upper school 12 annas
Middle school 6 ,,

payments for five years. The school was opened on 1st of February last, and a Committee of four of the subscribers have undertaken the active management. A competent staff of Pandits has been appointed, as well as of English and Persian teachers. The school promises well, and is exceedingly popular; it has already more than 120 names on the rolls. The Committee is composed of Lala Rami Mal, Rai Chunna Mal, Lala Mahesh Das, and Pandit Sheo Charan, all men who take great interest in the welfare of the school, and to whom credit is due for their exertions. Lala Wazir Singh's name should also be brought to notice in connection with this school, for, though he is not on the Committee of Management, he has, besides subscribing handsomely, placed a capital house at the disposal of the school at a nominal rent.

Purely vernacular schools.

23. I do not consider the state of the vernacular schools to be altogether satisfactory, and I have already addressed to you a separate communication on the subject of their reorganization. You have sanctioned my proposals, and I hope to bring the new scheme into operation immediately. The two vernacular schools which were situated in the suburbs of Paharganj and Telewara have been made over to the Baptist Mission; for it was impossible for me to exercise any thing like a proper supervision over them, located as they were at so great a distance from the city. There are now remaining eight of these schools, all situated within the walls. I consider them equal in importance to schools of higher grades, and trust I shall be able to report more favourably of them next year.

Boarding house.

24. We have at present 16 boarders, all boys sent in from the district by the Inspector of the Ambala Circle, and receiving stipends. Several applications for admission have been received from other boys: these will be admitted as self-supporters as soon as we can find accommodation for them. At present three rooms in the college building are used for the boarding house. Fifty rupees a month have been sanctioned from the endowment fund to cover the expenditure, which includes the pay (Rs. 20 a month) of a Superintendent; and Pandit Ganga Jiwan, of the Dehli Normal school, has been put in charge. This institution will, I am confident, be most beneficial, and has already become very popular. I hope before next year that we shall be able to secure a more commodious building, and none would suit us better than that occupied by the Normal school. It is in the college compound, and will accommodate a large number of boys, besides providing a room or two for the use of the Superintendent.

Athletic sports.

25. Cricket practice has been kept up with great regularity, and Mr. Kirkpatrick devoted much time and trouble to preparing an eleven to meet the Agra College. It has been impossible however to keep the ground in good order during the past season, when we have had little or no rain, and the canal water has been so seldom available. Mr. Kirkpatrick remarks as follows:—

"Cricket is played with great *shauq*. The ground attached to the college is by no means a good cricket ground, being full of the foundations of walls and stones. The canal water too has hardly ever come in. Since the removal of the first class of the middle school to the *Chauori* Bazar, I have obtained permission from the officer commanding the station for the boys to play cricket on the *Champs de mars*. The eleven went down to Agra to play the Government College, but were well beaten, being clearly over-matched. There is, I am sorry to say, no Club here or any where near with which the college could play. I think I ought to point out that Hukm Chand, who passed the First Arts so successfully, and Babu Mal, Hukm Chand, and Jagdis Rai, who passed the Entrance Examination, are regular attendants at cricket."

Notice of College staff.
Professor Ellis.
Moulavi Ziya-ud-din.

26. In bringing to your notice the services of the instructive staff of the college, I would beg particularly that your thanks be given to Professor Ellis. He has worked with unceasing energy throughout the year, and the success of the First Arts and B. A. students will bear testimony to the efficiency of his teaching. Maulavi Ziya-ud-din, Assistant Professor of Arabic, has ably maintained his reputation as a teacher. He is, I think, entitled to the full sanctioned pay of his Professorship.

Bharon Parshad & Sri Ram.

Bharon Parshad, B. A., acted as Assistant Professor of Mathematics for some months. Sri Ram, B. A., now holds the appointment. They have both performed their duties in the most efficient manner.

The librarian.

I would also desire to acknowledge the services of Sri Ram as librarian. He has shown his peculiar qualification for the charge by the perfect order in which he made over the books to his successor, Yusaf 'Ali.

Notice of School staff.

27. I turn to the School staff. I have already alluded to the success of Mr. Kirkpatrick's class in the Entrance Examination. He has shown peculiar good sense in the management of the school, and the re-arrangement of the classes. He has also been very successful in improving the discipline throughout the school, and as regards a respectful bearing towards their teachers, the contrast between his classes and those, not only of the lower school,

but also of the college department, is very marked. With regard to the subordinate staff, Mr. Kirkpatrick reports that all the teachers have worked well, and particularly acknowledges the services of Mr. Rebsch, Bharon Parshad, B. A., Amir 'Ali, Brij Balab, Latif Husein, Jamna Das, Baldeo Sahai, Hukm Chand, and the Writing Masters, Madan Mohan and Jiwan Lal.

28. I cannot conclude this report of my first year's incumbency without expressing my sense of obligation to my predecessor, Mr. Willmot. All who have been connected in any way with this college, whether as professors, or teachers, or students, will join with me in bearing testimony to the eminent ability with which, in spite of many and great difficulties, he raised the college and school of Dehli to that state of efficiency which for successive years drew forth expressions of approbation from His Honor the Lieutenant Governor, as well as the late Major Fuller, and yourself. I take but little credit to myself for the success which has attended the college during the past year; it was a comparatively easy matter to carry on the work when the foundation was so perfect. The credit of laying such a foundation is entirely due to Mr. Willmot.

C. R. COOKE,

Principal, Dehli College.

AMBALA CIRCLE.

Inspector—E. WILLMOT, Esquire, B. A.

I have the honor to submit my annual report on popular education in the Ambala Circle of the Panjab for the year 1868-69.

Inspector's tour.

2. I began my tour of inspection in the middle of October, but being incapacitated for locomotion by a severe wound, I was compelled to remain stationary till the 10th of November. I remained in camp till the 17th of April, and was able to go through my circle almost from end to end. I examined every school of every district in it, with the exceptions of all those of the Sirsa District, and three or four of the Hissar District; these I was most unwillingly obliged to omit, being summoned from Hansi as a witness in a prosecution by the Crown before the High Court at Dehli.

The circle thoroughly inspected; but the Sirsa District unavoidably omitted.

Special attention called to the report on the village and town schools.

3. I beg to call your especial attention to such portions of this report as treat of the town and village schools; I have attempted to lay down the absolute and relative positions of all the schools in all the tehsils of all the districts comprised in the Ambala Circle; and I think that whatever may be the value of such returns at the present time, they will form very reliable *data* by which the state of education in the Ambala Circle at any future date may be compared with the same at the close of the year 1868.

Schools of the circle classified.

4. The schools in this circle are (i) the Normal school at Dehli; (ii) the zil' schools at Rewari, Jhajjar, Rohtak, Bhewani, Jagadhri, Ropar, Karnal, and Simla, and their branches; (iii) town schools; (iv) village schools; (v) grant-in-aid schools; (vi) female schools; (vii) jail schools; (viii) indigenous schools. I proceed to notice them in the order of their importance.

The Normal school.

5. In the Normal school the number of students on the rolls is 72; of these 25 belong to the Normal school proper, and the remainder to the rudimentary classes. The average attendance for the year 1867-8 was 57, that for the year under report is 56. Of the students attending the school 33 are teachers of village schools, sent in by District Officers to be trained; 23 are candidates for teacherships, selected by the Inspector; and 4 are non-stipendiary.

Seven students from the Normal school proper submitted themselves for the half-yearly examination, held in October 1868, for certificates, and were all successful, five passing in the third grade and two in the fourth. From the rudimentary classes 33 men went up for the Entrance Examination; of these 11 were successful and obtained certificates. The following is a comparative table for the years 1867-68 and 1868-69:—

Date of the examination.	No. of candidates.	*Passed in grade.*				Total passed.	Total failed.	REMARKS.
		I.	II.	III.	IV.			
April 1867	3	...	3	...	...	3	...	Besides these, 22 passed Entrance, gaining the usual certificates.
October ,, ...	16	...	2	6	7	15	1	
April 1868	8	...	2	4	2	8	..	Besides these, 27 passed Entrance, gaining the usual certificates.
October ,, ...	7	...	...	5	2	7	...	

Prizes for special proficiency, amounting in all to Rs. 53, were awarded to the following students:—

	Rupees.
Tej Ram	15
Shadi Ram	12
Rahmat Ulla	10
Barkat 'Ali	11
'Azam 'Ali	5

Notice of masters of the Normal school.

During the year under review, three head masters have had charge of the school—Lala Piyare Lal, whose transfer to Lahore on special duty deprived me of the services of perhaps the most valuable Educational Officer in the Ambala Circle; Mr. Staines, and Lala Bharon Parshad, B. A. All three have directed the institution to my satisfaction. The exertions of Lala Pirbhoo Dyal, the second master, are very highly commended in the annual report of the head master.

Zil' schools, superior and inferior.

6. Of the zil' schools of the Ambala Circle, that of Rewari only (I exclude Dehli) is a *superior* school, *i. e.*, is qualified to instruct up to the Calcutta University matriculation standard. The rest of those named in para. 4 are *inferior* zil' schools, teaching up to what may be called the middle standard. From the beginning of the year 1869-70, two more schools will be advanced to the superior grade, viz., those of Karnal and Rohtak. The appended table shows the comparative states of the zil' schools of this circle for the years 1867-68 and 1868-69, as far as attendance, cost to Government, and fees are concerned.

Fees, attendance, &c., compared with last year.

Name of school.	No. on rolls.	Average attendance.			Total fees in									Average annual fee per boy.									Annual cost to Govt. per head.								
		1867-68.	1868-69.	Difference.	1867-68.			1868-69.			Difference.			1867-68.			1868-69.			Difference.			1867-68.			1868-69.			Difference.		
					R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.
Rewari*	76	64	61	-3	144	14	6	153	15	6	+9	1	0	1	13	4	2	0	5	+0	3	1	51	3	9	79	6	0	+28	2	3
Simla	108	54	90	+36	171	15	0	193	6	0	+21	7	0	2	1	11	1	12	10	-0	5	1	33	5	9	27	3	0	-6	2	9
Jagadhri	122	95	92	-3	116	2	0	260	13	0	+144	11	0	1	0	7	2	2	1	+1	1	6	32	7	2	30	14	0	-1	9	2
Rupar	94	80	73	-7	31	13	0	89	0	0	+57	3	0	0	4	10	0	15	2	+0	10	4	21	12	7	29	3	0	+7	6	5
Karnal	66	51	49	-2	157	5	0	219	2	0	+61	13	0	2	2	0	3	5	1	+1	3	1	33	9	1	42	11	0	+8	1	11
Rohtak	89	62	68	+6	273	1	0	322	15	0	+49	14	0	3	10	3	3	10	1	-0	0	2	41	12	5	43	12	0	+1	15	7
Bhewani	151	58	122	+64	29	5	0	114	11	0	+85	6	0	0	6	10	0	12	2	+0	5	4	40	3	9	19	6	0	-20	13	9
Jhajjar	153	132	138	+6	173	8	0	156	12	0	-16	12	0	1	1	9	1	0	4	-0	1	5	15	6	2	13	0	0	-2	6	2
Total	859	596	693	+97	1097	15	6	1510	10	6	+412	11	0	1	13	5	2	2	10	+0	5	5	39	3	4	39	11	0	+0	7	8

* The Rewari zil' school, being a superior zil' school, *i. e.*, educating up to the Entrance Calcutta University standard, exhibits, in consequence, a much higher *annual cost to Government per head* than the other (inferior) zil' schools.

Comparison favorable to 1868-69; attendance and fees increased, but cost to Government unaltered;—results that could hardly be expected in a famine year.

The results exhibited in this table are, I submit, most encouraging; for (i) while last year I had to chronicle a general decrease in the average attendance of 14 per cent., this year shows on the contrary an increase of more than 16 per cent.; again, (ii) the total amount of fees also has been increased by 37½ per cent.; and (iii) the total cost to Government per head, always extremely low, has not been increased by more than 1¼ per cent., *i. e.*, by seven annas eight pie per boy educated. To give these statistics their full force it is necessary to bear in mind that through the whole of the area at different points of which these eight schools are situated, a most grievous famine prevailed continuously for quite two-thirds of the year under report—a circumstance not likely in any way to favor augmentation either of fees or attendance.

Superior zil' school at Rewari; Calcutta University Entrance Examination; middle school examination; scheme of studies not properly carried out; masters deserving commendation.

7. The Rewari zil' school is generally in fair order. Two boys were unfortunately permitted to sit for the Entrance Examination of the Calcutta University; both failed. I think that the head master was somewhat too sanguine as to the success of these students, and would have done better by keeping them back for the examination of December 1869. In the middle school examination, five boys were put forward; of these one passed in all the subjects, and three gained "40 per cent. on the aggregate number of marks obtainable for all subjects." With regard to the progress of the different classes of the upper, middle, and lower schools, I am fairly satisfied; but the school has undoubtedly suffered generally from the looseness with which a most admirable scheme of studies has been carried out. In the lower school especially I was much disappointed to find that *English Second Book* and *Primer* had been

substituted for Gulistan and Elementary Persian. This mistake, I trust, will not occur again. The masters of this school worthy of commendation are—first, the head master, Lala Sugar Chand, B. A., and after him his assistants, Lalas Sheo Parshad and Sukh Deo Singh.

Branches.

Local Committee of Public Instruction.

The branch schools connected with the zil' school are doing very satisfactory work, especially that of Abdul 'Aziz. The Local Committee of Public Instruction is, so to speak, nugatory, neither assisting nor obstructing the head master.

Inferior zil' schools.

Middle school examination.

8. The appended table shows the results of the middle school examination; too great reliance must not be placed on it as a comparative statement, inasmuch as some of the schools sent forward boys from their upper divisions to take part in an examination intended for middle divisions only.

Names of schools.	No. of candidates.	Passed in all subjects.	Obtained 40 per cent.	Faild in				
				English.	Urdu.	History and Geography.	Arithmetic.	Persian.
Karnal	16	3	6	8	8	2	8	1
Rupar	5	1	3	1	2	1	2	...
Rohtak	7	...	2	2	5	1	2	1
Jhajjar	4	...	1	2	3	1	3	...
Jagadhri	7	2	4	3	3	...	2	...
Bhewani	...	...	...	...	...	...	...	...
Simla	...	...	...	...	...	...	...	...
Total	39	6	16	16	21	5	17	2

I cannot consider the above results satisfactory, though doubtless the examination (the first of its kind) was a very trying one. I now proceed to a detailed review of the several inferior zil' schools; it will be seen that they are not by any means in such satisfactory condition as they might be. The head masters have generally shown such childish want of method and discipline, such a perfect misconception of the responsibilities of their offices, that I doubt whether I shall be able to proclaim the schools in proper order before my report for 1870-71.

Karnal zil' school.

9. The Karnal zil' school is as marked an instance of mismanagement as any. The head master had most injudiciously kept up the 3rd class of the upper school contrary to the intention of your scheme of studies and to my own orders. Thus the middle school (*i. e.*, the school proper, for no *upper* school is recognized) has suffered. I find in my notes that the first class failed in Grammar, Arithmetic, and Translation from Urdu into English, had no knowledge at all of notation, and were not up to the standard in the other subjects. All the other classes also were backward, with the exception of the 2nd, which was in pretty good order.

Mention of masters.

The head master had most foolishly divided three of the classes of a school of 51 boys into six divisions, thus halving the efficiency of the masters, and most unnecessarily complicating a very simple scheme of instruction. I think Lala Girdhari Lal's mistakes, to call them by no worse a name, have been very detrimental to the well-being of the school in his charge, and I should regret to see him resume the post of head master of any zil' school in the Ambala Circle. I can commend no master of the Karnal school except Mithu Lal, who has since been transferred on promotion to Rupar.

Branches.

I append my remarks on the branch schools of Karnal, examined in November, as an instance of the condition of branch schools generally, and of my manner of inspecting them.

Central Branch.

"*Central branch.*—On the rolls, 52; average attendance, 47; fees Rs. 4; cost Rs. 52 per mensem. The first class of ten, called the 4th class of the middle school, read, spell, and explain the English Primer pretty well; the

generality could not write two lakhs two thousand and fifteen; only a few could write down the short items of a division sum, and only two worked it correctly. The class should be called the second class of the lower school, and should be carefully taught the prescribed course, the fact of the branch being a feeder to the zil' school never being lost sight of. An easy dictation was pretty fairly written in a free hand by one-third of the class, passably by a second third, and very badly by the remainder, the best boy of all (one Munshi) read I find some years ago for a considerable time in the zil' school. The next class, to be in future called the third of the lower school, could spell the words on the first ten pages of the Primer and give their meanings, but knew no Notation, Arithmetic, or Geography; their Persian dictation was, as they were examined, very correct, but more than half the class had brought no slates or pencils, and were therefore not examined. The last class consists entirely of beginners. Generally I think the school is in an unsatisfactory state—Arithmetic, Geography, and Persian have been entirely sacrificed to a little English. The head master of the zil' school has been instructed to see that the branch school fulfils its proper function of a branch. Moreover, the expenditure of this school is enormous; Rs. 52 per mensem for the instruction of 47 small children is preposterous. The head master of the branch has been warned that his pay will be reduced, or his appointment forfeited, unless the school shows more progess in future.

Qalandar branch.

"*Qalandar branch.*—No. on the rolls, 51; average attendance, 44; expenditure, Rs. 6 per mensem; fees, 12 annas. In the first class of five all did a multiplication (by 19) right, and all made but one mistake in a fairly difficult dictation. No Geography has been taught as yet, as the maps have not been procured through my office. Three read "Muntakhabat Farsi" very well, the rest fairly; one read very quickly a piece of an Urdu book unseen before, and the rest could make it out though with less facility. The rest are mere beginners, as the school has been established only a few months.

Paharganj branch.

"*Paharganj branch.*—Nagri and Persian branch. No. on the rolls, 45; average attendance, 37; expenditure, Rs. 18; fees, Rs. 2. In the first class (Nagri) of seven all but two failed in a multiplication sum. Three wrote a Nagri dictation without any mistake, and the rest with only one. They also read "Pritham Pustak" well, three especially so. In the first class (Persian) of four two wrote one lakh thirteen thousand and fifteen in figures correctly; and three could do subtraction. One only wrote an easy Urdu dictation right, two respectably, and the fourth badly. Two boys also could flounder about the first seven pages of the English Primer.

Chakla branch.

"*Chakla branch.*—No. on the rolls, 47; average attendance, 35; fees, Rs. 2; cost, Rs. 16-8 per mensem. In the first class of six a subtraction sum was worked by two, a dictation of little words, such as *ghar jao*, was written correctly by two. "Muntakhabat Farsi" was fairly read by the class generally. The rest were but beginners. The school must be worked up, as its results are not adequate to its expenditure.

Qanugoyan branch.

"*Qanugoyan branch.*—No. on the rolls, 35; average attendance, 28; expenditure, Rs. 16; fees, 0. Two boys solved an addition sum correctly. None were able to write at all, they could read "Muntakhabat Farsi" fairly, and spell short Persian and Urdu words with moderate speed and correctness."

L. C. P. I., Karnal.
Lalas Sanjhi Mal, B. A., and Joti Parshad.

I am glad to be able to report that the Local Committee does its duty; Lalas Sanjhi Mal, B. A., and Joti Parshad, are especially zealous.

Rupar zil' school, unfortunate in its head masters.

10. The Rupar zil' school has been singularly unfortunate. It was thought necessary at the beginning of the year under report to place a scholar of high attainments in the head mastership, as, from the town's being the head-quarters of the Sirhind Canal, there was likely to arise a very great and sudden demand for highly educated young men.

Lala Thakur Das, B. A.

Lala Thakur Das, B. A., was selected for this post, for which his recent success in the Calcutta University Examination well qualified him as far as scholarship and accomplishments generally were concerned. He failed, however, in the decision and general force of character which is required for a head mastership of a new school in a jealous, not to say reluctant, town like Rupar.

Thakur Das transferred; 'Inait-ul-Rahman appointed; ruin of the school; 'Inait-ul-Rahman removed; a petition against him by the L. C. P. I.

Thakur Das was, in October 1868, at my suggestion, replaced by 'Inait-ul-Rahman, of the Dehli College; his qualities I, as ex-Principal of that college, thought I knew. But on my visit, six months after his appointment, when he had had plenty of time to make his influence felt, I found the school in the most disgraceful disorder; classes had been formed of the most heterogeneous materials; the scheme of studies laid down by yourself had been totally ignored; the books prescribed had never been introduced. One class had no English; another no Persian; another no Arithmetic; all no Grammar. I at once (during the examination) wrote to you to sanction the head master's immediate removal; on the next day I received a petition from the Local Committee Public Instruction, written long before, bringing very serious charges against his moral character. These are now investigating; but whatever may be the result, 'Inait-ul-Rahman has proved himself totally unfit for the responsibility of the head mastership even of a village school.

Branches (Rupar).

The branch schools are emerging from a chaotic state, and will, I think, become useful feeders to the main school.

L. C. P. I., Rupar.

The Local Committee of Public Instruction appears to me to be doing nothing. It would be an absolute drag on the local Educational Officers, were it not that two members, Tehsildar Ojagar Mal and Sub-Assistant Surgeon Radha Kishn, are most intelligent and energetic members.

The Jhajjar zil' school situated amid a niggardly population.

11. The Jhajjar zil' school is ruined by the niggardliness of the population in which it is situated. The inhabitants of the town and its vicinity are no poorer than those among whom other zil' schools have been placed. But the Jhajjar school is the only zil' school in the Ambala Circle whose branches or lower division are not supported (as Aided schools under Act V) by local contributions. The Local Committee of Public Instruction has, after considerable coercion, collected a lump sum of Rs. 66, but cannot be induced to promise any annual subscription. At my suggestion that Committee, though much averse to the measure, solicited the Municipal Committee to petition the Deputy Commissioner to allow Rs. 200 per annum from *chungi* to be spent on education in Jhajjar itself. This they did, but Major Hawes did not accede to their proposition. The school will doubtless have to be reduced to the grade of a town school very shortly.

The Local Committee of Public Instruction, Jhajjar.

The Deputy Commissioner unable to concede the demand of the Municipal Committee.

State of the school; the head master (Radha Kishn).

The head master has worked well, but does not seem to have discovered that zil' schools are working under a revised system. I found he had not carried out in any appreciable way your scheme of studies, nor attached any importance to teaching the prescribed portions of the prescribed books in the several classes. In his annual report, dated the 10th of March, he still speaks of 9th and 10th classes, and strays on unconscious of the important changes which have been in orders for a year.

Branches (Jhajjar).

The two branches, teaching 143 boys for Rs. 11 per mensem, are of course futile.

Bhewani zil' school.

12. The Bhewani zil' school is improving fast. Hira Lal, the head master, has increased the average attendance from 58 to 122, *i. e.*, by 110 per cent.; and the fees from Rs. 29 to Rs. 114, *i. e.*, by 300 per cent. Of course with so great a proportion of new boys the lower division of the school greatly preponderates; but both Hira Lal and his assistant, Behari Lal, have worked well. The latter has received, at my recommendation, a very well deserved increase of pay, which I have no doubt will stimulate him to future exertion. The school requires nothing but a continuation of the labor hitherto bestowed on it, and a rigorous adherence to the scheme of studies, to which sufficient importance has not been attached, to take a very high position among the zil' schools of the Panjab.

Commendation of Hira Lal and Behari Lal.

Branch (Bhewani).

The lower division of the school will be made more efficient by an increased expenditure, the municipal grant originally given to two female schools in the town having been diverted to the boys' school, and the Government aid likewise. The branch school is in a satisfactory condition; it really forms part of the main school, the tuition being carried on in the same building.

L. C. P. I., Bhewani.

The Local Committee Public Instruction is neither auxiliary nor obstructive.

Rohtak zil' school.

13. The Rohtak zil' school, though generally it passed a bad examination, is in a better condition than would appear; for the head master has placed all the classes above their natural position; if every class were called by the number of the one next below it, I should have little to find fault with.

Classes all pushed too high.

As it is, no class has read any subject up to the standard laid down. I pointed this out to Mr. Wade, the head master, on my last visit to the school, and have no doubt that he will not again make the short-sighted mistake of sacrificing every thing to make his school look well in returns on paper That he has taken great pains with the school is evident, and I regret his unfortunate folly which deprives him of good report.

Notice of masters; Saraj ul-Haq commended, not so Achchhru Mal.

I have to record that of the Oriental staff Saraj-ul-Haq has worked with great diligence, and is worthy of promotion, but that Achchhru Mal, of the English staff, does not in any way come up to my idea of an assistant master in a zil' school.

Branches (Rohtak).

Great credit is due to the head master for the improved financial and instructional condition of the branch schools. All are really useful elementary schools, and will in time be of very great service to the main school.

L. C. P. I., Rohtak.

With regard to the Local Committee Public Instruction, I regret to have to subscribe to the opinion of the head master, who states that the members are listless, and totally deficient in any thing like interest in the educational work of the city.

Jagadhri zil' school.

14. The Jagadhri zil' school, in spite of a most extraordinary neglect of the scheme of studies in nearly every one of the classes, is in a very fair condition. Work has been done in the school, though unfortunately much has been lost from its not having been done in the way prescribed. Nevertheless, I think Mr. J. Chandra Ghos, the head master, deserves commendation.

The head master, J. C. Ghos.

I must see the progress of the classes for another year before I can call your special attention to any of the assistant masters. The branch schools, which at first suffered a good deal from the timidity of the *padhas* in the matter of fees, are at length recovering themselves, and I was glad to be able to reward two of the *padhas* for having supplied boys (from their branches) fit for the lowest classes of the main school. Of the members of Local Committee Public Instruction, three are commendable, Lalas Fateh Singh and Baldeo Singh, who have given houses for the use of the branch schools, and otherwise shown a proper interest in education generally at Jagadhri; and Syad Barkat 'Ali, the excellent tehsildar of the place. I have met no native district officer who knows the schools, the masters, and the boys of his district half so well as he.

Branches (Jagadhri).

L. C. P. I., Jagadhri.

Fateh Singh & Baldeo Singh.

Syad Barkat 'Ali.

Simla zil' school

15. The Simla zil' school labours under two considerable disadvantages as compared with other schools of the same class in the circle; first, Simla being the summer quarters of the Supreme Government, and a large sanitarium, besides there is a very great demand for half-educated youths as English or Persian writers in Government offices, banks, and shops; secondly, the boys from the mountain villages come to the school not knowing even the elements of Urdu, the tuition of which, prior to imparting knowledge through it, takes some considerable time. Mr. O'Connor, the late head master, was not the man to grapple with the singular difficulties of this school, and in consequence its condition now, as any time for the last three years, is not satisfactory I trust that Mr. Scott, who replaced Mr. O'Connor on the latter's transfer to Karnal, will be able to make more of the somewhat unmanageable material of the school. The branch school, which since its foundation in 1865 has been aided under rule XIV, broke down for want of funds in July 1868, but was re-opened soon after, the Local Committee of Public Instruction responding very liberally to a call for subscriptions by the Deputy Commissioner.

Mr. O'Connor.

Mr. Scott.

Branch (Simla).

L. C P I., Simla.

Town and village schools.

16. I now proceed to the town and village schools; in the examination itself and the preparation of the returns of the same I have spent far more labour and time than I shall be able to afford again probably for some considerable period. But I thought it most necessary once for all to lay down the absolute and relative value of every school of the town and village grades, more for the purpose of future reference than for present advantage. From the tables here appended it will be possible to see whether any division, district, tehsil, or individual school is in a state of educational progress or decline. I have felt almost from the day I began the work

of Inspector that tables of average attendance and numbers of names enrolled (which, by the way, I do not believe to be in the least reliable) are not in any way criteria of educational advance of regress; but that the only way a school's value can be properly assessed is by discovering what amount of boys it turnsout per annum qualified in certain subjects up to certain standards. (*a*) The standards I have selected for the comparison which I am about to lay before you are simple enough. In your scheme of studies for Vernacular schools a certain course is prescribed for every class; a respectable knowledge of a particular subject, as prescribed in the scheme, qualifies a boy to my standard, and the boy is said *to pass*. The first three classes of Persian schools are examined on paper in the *Sadr* examination; the 4th, 5th, and 6th Persian classes, and the 1st, 2nd, and 3rd Nagri, are examined by the Inspector of Schools. I do not intend to enlarge upon the Sadr examination more than by giving a short abstract of the successes and failures of schools of the several districts of the Ambala Circle, partly because the results of that examination have already been submitted to you, but more especially because I believe that if the lower classes of schools be well taken care of, the upper are, so to speak, very likely to take care of themselves.

Method of valuation and comparison; by means of the Sadr examination of the upper classes, and the Inspector's examination of the lower.

The appended table shows the number of boys who came forward from the several classes of the several schools to the Sadr examination, the average marks they made, and certain other particulars. It should be premised that the total number of marks obtainable is for the first class 500, for the second class 475, and for the third class 450.

The asterisk (*) denotes that the Head Master of the school and the Moharrir of the district should not have allowed the class to which the mark is attached to sit for the examination; much trouble would be prevented if more care were exercised in the selection of the candidates for this examination.

SADR EXAMINATION.

Name of District.	Name of School.	Town or Village.	No. examined in class				Average marks gained by each student of class			General average of marks (regardless of class) gained by each student.	Total No. of schools in the District.
			I.	II.	III.	Total.	I.	II.	III.		
17. Rohtak... ...	Gohana	Town	1	4	3*	8	234	173	84	164	38
	Bahadargarh	,,	.	1	3	4	.	222	121	172	
	Kharkhauda	Village	..	..	1	1	...	..	121	121	
	Asanda	,,	..	...	1	1	...	..	129	129	
	Mahm	Town	2	..	5	7	262	...	111	187	
	Bori	Village	...	1	...	1	.	202	..	262	
	Badli	,,	..	2	1	3	...	131	109	120	
	Silana	,,	...	..	2	2	...	..	145	145	
	Total ..		3	8	16	27					
18. Dehli	Arab Serai	Town	2	...	4	6	271	...	151	211	61
	Najafgarh	,,	4	2	.	6	221	192	...	207	
	Balabgarh	,,	2	3	2	7	317	178	..	248	
	Faridabad	,,	2	..	2	4	264	...	148	206	
	Mahrauli	Village	.	..	2	2	..	...	113	113	
	Sunipat	,,	3	...	...	3	231	...	...	231	
	Total ...		13	5	10	28					
19. Karnal... ...	Kaithal	Town	1	2	17	20	336	157	119	202	55
	Pundri	,,	...	1	5	6	..	311	110	211	
	Panipat	,,	..	...	4	4	...	...	164	164	
	Sewan	Village	...	..	1*	1	..		74	74	
	Hatwala	,,	...	...	3	3	...	...	131	131	
	Kurana	,,	...	..	1	1	...	...	133	133	
	Kunjpura	,,	...	...	1	1	...	...	124	124	
	Total ...		1	3	32	36					

(*a*). It is proposed to lay down certain definite standards for the whole Province—*vide* para. 108.—W. R. M. HOLROYD, *Director P. I. P.*

Name of District.	Name of School.	Town or Village.	No. examined in class				Average marks gained by each student of class			General average of marks (regardless of class) gained by each student.	Total No. of schools in the District.
			I.	II.	III.	Total.	I.	II.	III.		
20. Gurgaon ...	Firozpur	Town	4	6	4*	14	245	133	70	149	52
	Palwal	,,	2	5	5	12	308	165	93	189	
	Farukhnagar	,,	...	...	5	5	...	...	140	140	
	Gurgaon	,,	...	...	2	2	...	...	153	153	
	Sonah	,,	...	...	8	8	...	...	128	128	
	Nuh	Village	...	2	4*	6	...	156	81	126	
	Hasanpur	,,	...	...	3*	3	...	...	73	73	
	Daruhera...	,,	...	...	2	2	...	...	143	143	
	Total ...		6	13	33	52					
21. Ludhiana ...	Raipur	Town	1	1	2	4	307	231	101	213	75
	Gujarwal...	,,	...	...	6	6	...	...	96	96	
	Jagraon	,,	3	3	...	6	255	179	...	217	
	Raikot	,,	2	...	3	5	171	...	111	141	
	Machhiwara	,,	3	2	...	5	190	197	...	194	
	Khanna	,,	...	2	5	7	...	163	...	163	
	Dharru	,,	...	...	1*	1	...	...	84	84	
	Piddi	Village	...	...	1	1	...	...	106	106	
	Jaspal Bangar ...	,,	1	3	...	4	327	190	...	258	
	Katra Charmi... ...	,,	...	1*	...	1	...	91	...	91	
	Ber Khurd	,,	...	...	2*	2	...	...	56	56	
	Tihara	,,	...	...	1	1	...	...	105	105	
	Lilan	,,	...	1*	...	1	...	105	...	105	
	Barwali Kalan ...	,,	...	..	1*	1	...	..	52	52	
	Rahaun	,,	...	1	2	3	...	265	66	166	
	Sihala	,,	...	...	1*	1	...	...	51	51	
	Total ...		10	14	24	48					
22. Ambala ...	Burya	Town	..	...	4*	4	...	...	85	85	85
	Bilaspur	,,	...	...	2	2	...	...	113	113	
	Sadhaura...	,,	1	4	4	9	323	173	154	217	
	Manimajra	,,	...	...	3	3	...	...	142	142	
	Moranda	,,	...	...	1	1	...	...	151	151	
	Bhareli	,,	...	2	...	2	...	220	...	220	
	Shahabad...	,,	...	1	9	10	...	214	108	161	
	Thanesar...	,,	...	1	2	3	...	126	134	130	
	Bibyal	,,	...	1	3	4	...	191	105	148	
	Mahlanwali	Village	...	...	2	2	...	...	138	138	
	Chamkaur	,,	...	...	1*	1	...	...	57*	57	
	Singh	,,	...	2*	...	2	...	105*	...	105	
	Kharrar	,,	...	...	1	1	...	...	125	125	
	Maloya	,,	...	1*	2*	3	...	14	30	22	
	Daun	,,	...	...	3*	3	...	...	79	79	
	Syalba	,,	...	...	3	3	...	...	107	107	
	Ladua	,,	...	...	4	4	...	...	139	139	
	Jatlana	,,	...	...	2	2	...	...	138	138	
	Bita	,,	...	...	2	2	...	...	173	173	
	Pihua	,,	...	...	5	5	...	...	141	141	
	Total ...		1	12	53	66					
23. Simla	(There are no schools in this district with classes higher than the 4th Persian).										
24. Hissar	(Some of the schools by some accident got possession of the papers before the examination, so that the examination of the whole district was of necessity cancelled).										
	Grand Total ...		34	55	168	257					

25. A cursory inspection of the table will show that as far as the higher classes are concerned, the Gurgaon District is first, and the Ludhiana second, as from both a fair number of boys of all three classes came forward; that Dehli ranks third, being stronger than either Gurgaon or Ludhiana in the first class, but falling off in number and quality in the second and third; fourth comes Rohtak, and last Karnal and Ambala, both very weak except in their third classes. The most discouraging feature of the table is its *patchiness*; in it many schools, with a fair first class, have either no second or no third class, or with a full second have no first or no third. This in general results, doubtless, from the indolence of the school muharrirs, who ought to form the classes not only with a view to the present, but also to the future of the schools.

Relative positions of the districts as far as the upper classes are concerned -
1. Gurgaon.
2. Ludhiana.
3. Dehli.
4. Rohtak.
5. { Karnal. Ambala.

26. The following table shows the number of boys examined by me from the lower classes, the number that passed in reading (Persian or Urdu according to the number of the class), in dictation, and penmanship, in Arithmetic and in Geography. To these I should have added History also, but for want of time.

Lower classes (town and village schools).

HISSAR DISTRICT.

	Name of Tahsil.	Name of School.	Town or Village.	By whom.	No. of Class. Nagri.	No. of Class. Persian.	No. examined.	Passed: In Reading.	Passed: In Dictation.	Passed: In Arithmetic.	Passed: In Geography.	Passed: In History.	Passed: In all subjects.	Prizes awarded to.
27.	1 Hissar ...	Hissar ...	Town	Inspr. & Dy. Inspr.	...	4	8	5	5	6	8	..	3	4
					.	5	4	1	1	3	4	..	1	1
						6	4	4	1	4	8	.	1	1
					2		1	1	1	1	1	..	1	1
					3		7	3	3	6	6	.	1	1
	2 ...	Burak ...	Village	Ditto	..	5	3	..	3	3	1		..	.
					..	6	2	...	...	1	...	..	...	...
	3 ...	Kajla ...	ditto	Neither ...	..	...	...	...	...	...	...	...	...	...
	4 ...	Bal Samand ...	ditto											
	5 ...	Chandriwas ...	ditto											
28.	6 Hansi ..	Hansi ...	...	Inspr. & Dy. Inspr.	..	4	2	..	1	2	2	.	.	.
					...	5	3	3	2	...	3		.	.
					...	6	8	2	8	8	8	.	2	4
					2		5	5	5	5	5		5	5
					3	.	5	3	1	5	5		1	1
	7 ...	Jamalpur ..	...	...	..	4	2	2	1	2	2	.	1	1
					...	6	2	2	2	...	2	..	..	..
	8 ...	Sisai ...	...	...	...	4	1	1	1	1	1	.	1	1
					3	...	4	3	4	3	...	.	..	...
	9 ...	Dhanana ...	...	...	3	.	3	1	2	1	1	.	..	...
	10 ...	Bas ...	...	...	...	.	...	...	...	..	..	.	..	...
29.	11 Bhawani...	Tusham ...	...	Inspr. & Dy. Inspr.	...	4	1	1	1	..	1	...	..	...
					.	5	3	3	1	3	3	..	1	1
					...	6	3	1	2	...	2	.	...	1
					3		4	3	2	4	3		1	1
	12 ..	Kairu ..	...	...	3	...	9	6	6	6	...	.	..	...
	13 ...	Bahl .	...	...	3	..	4	..	3	3	...	.	...	..
30.	14 Barwala ..	Barwala .	...	..	...	6	4	...	1	..	...	..	..	...
	15 ...	Tohana ..	...		...	..	...	...	...	..	...	..	..	...
	16 ...	Kāpru ...	...	Inspr. & Dy. Inspr.	..	5	1	1	...	...	1	...	...	...
					..	6	2	..	1	...	...	...	...	...
	17 ...	Kharak ...	...		3	..	2	.	2	2	..	...	...	...
31.	18 Fatahabad	Fatahabad ..	...	Neither ...	...	...	..	...	...	...	...	...	...	...
	19 ...	Bhurana ...	...											
	20 ...	Ratya ...	...											
				Total ..	..	...	97	51	60	68	62		19	23

ROHTAK DISTRICT

	Name of Tahsil	Name of School	Town or Village	By whom	No. of Class. Nagri.	No. of Class. Persian.	No. examined	Passed In Reading	Passed In Dictation	Passed In Arithmetic	Passed In Geography	Passed In History	Passed In all subjects	Prizes awarded to
32	1 Sampla	Bahadargarh	Town	Inspector		4	3	2	2	3	3		2	2
						5	7	3	5	6	5		2	2
						6	6	3	3	1	4		1	1
					1		2	2	1	2	2		1	2
					2		9	9	8	9	8		8	9
	2	Mandauthi	Village		3		18	15	17	15	14		10	13
						6	4	4	4	3	3		3	3
	3	Sampla			3		5	4	5	3	2		1	2
						4	9	6	7	4	3		2	3
	4	Khairkhanda				5	3	3	3	1	3		2	2
						6	3	2	1	1	3			1
					3		5	4	3	3	4		3	3
	5	Asauda				5	2	1	1	2	1		1	1
						6	3	3	2	2	3		2	2
					1		1	1	1	1	1		1	1
					3		4	4	4	2	3		1	2
	6	Chhara				5	4	3		2	1			
						6	5	1	1		1			
					3		1							
	7	Sisana				6	4	3	4	2	3			
	8	Kanaunda				4	2		2	2	2			
						5	1	1	1	1	1		1	1
						6	2	2	2	2	2		2	2
					3		4	3	3	1				
	9	Hasangarh				4	1	1	1	1	1		1	1
						5	2	1	2	2	1			
						6	16	15	14	2	12		2	5
	10	Khanda				4	1		1					
						6	4	1			3			
	11	Dighal				5	2	2	2	1	2		1	2
						6	5	3	5	3	4		3	3
	12	Farmana				5	1	1	1		1			1
						6	3	3	2	1	3			
33	13 Jhajjar	Guryani				5	1		1					
						6	5		4					
	14	Birdhana				4	2	1	1					
						5	1							
	15	Badli				4	4	4	3	2	4		2	2
						5	7	1	2	2	2		1	1
						6	3		3		1			
					1		1		1					
					2		2		2					
					3		7		4					
	16	Jahangirpur			3		5	2	3	3	3		1	2
	17	Silana				5	4	2	1		2			
						6	2	1	2	2	2		1	2
	18	Subhana			2		2		1		1			
					3		5		2		2			
	19	Jahazgarh				4	2	2	1		2			1
						5	3	1	1	1				
						6	6		2					
	20	Salhawas				5	2	1		1	1			
						6	2							
	21	Patanda		Inspr & Dy Inspr		5	3	2	1		1			
						6	2		2	2	1			
					3		3	1		2				
	22	Kosli			2		3							
					3		5	4	4		2			1
34.	23 Rohtak	Beri			1	5	4	4	4	3	4		3	3
						6	3	3	3	3	3		3	3
					3		3	2	2	2	2		2	2
	24	Mahm	Town			4	4	2	4	3	4		1	1
						5	6	1	4	4	6			
						6	12	11	9	9	6		5	5
					3		5	4	3	4	5		2	2
	25	Kalanaur	Village			4	1	1	1		1			1
						5	2	1	1	1	2			
						6	8	6		5	4		2	2
	26	Kharak			3		4	2	1	2				
	27	Kanhaur				4	2	2	1	1	2		1	1
						5	3	2	1		3			
						6	3	1			3			

	Name of Tahsil.	Name of School.	Town or Village.	By whom.	No. of Class. Sagrd.	No. of Class. Petham.	No. examined.	Passed: In Reading.	Passed: In Dictation.	Passed: In Arithmetic.	Passed: In Geography.	Passed: In History.	Passed: In all subjects.	Prize awarded to.
	28 ...	Dubaldhan ...	...	Inspr. & Dy. Inspr.	...	5	1	1	...	...	...	...	...	...
	29 ...	Palana ...	...		...	6	3	2	1	...	...	...	...	...
	30 ...	Kailoi ...	...	...	3	...	2	2	2	2	2	...	2	2
35.	31 Gohana .	Gohana ...	Town	Deputy Inspector ...	...	4	3	3	3	2	3	...	2	2
					...	5	5	4	5	3	...	...	2	4
					...	6	9	5	4	4	3	...	1	1
					1	...	4	4	4	4	4	...	4	4
					2	.	1	1	.	...	1	...	...	.
					3	...	4	3	2	4	4	...	2	3
	32 ..	Kanhi	Village	...	...	5	2	2	2	2	2	...	2	2
					...	6	7	7	4	7	6	.	2	4
	33 ...	Butana	...	...	...	4	1	...	1	...	...	...	.	.
					...	6	2	2	...	...	2	.	.	.
	34 ..	Khanpur	Village	Inspector ...	3	...	3	2	2	2	2	.	2	2
					1	...	1	1	1	1	1	.	1	1
					2	...	6	4	3	4	5	.	3	3
					3	...	6	5	4	6	6	...	4	4
	35 ...	Lath ...	...	...	2	...	5	4	2	3	5	...	1	2
					3	...	3	2	...	3	.		.	.
	36 ...	Rithal ...	...	...	1	...	2	..	...	2	2	...	...	...
					2	...	2	1	1	2	...	...	..	1
					3	...	2	2	1	2	...	...	.	2
	37 ...	Jagsi ...	...	...	1	...	3	3	3	3	1	...	1	1
					2	...	3	1	3	3	1	...	1	1
					3	...	3	7	2	7	5	...	...	...
				Total ...	...	...	368	233	241	198	223	...	105	132

DEHLI DISTRICT.

36.	1 Dehli ...	Arab Sarai ...	Town	Inspector ...	..	4	4	4	4	4	...	..	..	..
					..	5	6	3	2	1	6	...	...	...
					...	6	6	6	...	..	..	..	..	..
	2 ditto ...	'Aliganj ...	Village	ditto ...	...	5	3	3	3	1	1	.	1	1
					...	6	8	8	4	7	8	.	4	5
	3 ditto ...	Nagal Raya ...	ditto	ditto ..	1	..	3	2	1	1	3	.	...	.
					3	..	3	3	3	3	3	.	3	3
	4 ditto ..	Mufid-i-'Am ...	ditto	ditto ..	...	5	1	1	1	1	...	.	.	1
					...	6	1	1	...	1	...		...	...
	5 ditto ...	'Alipur ...	ditto	ditto ...	...	4	3	1	1	1	3		..	..
					...	6	9	...	5	8	9	.	1	1
	6 ditto ...	Bawana ...	ditto	ditto ...	...	6	6	5	5	4	6	..	3	3
					3	...	1	1	1	1	1	...	1	1
	7 ditto ...	Sarai Ruhulla Khan	ditto	ditto ...	..	5	2	2	1	...	2	.	..	..
					...	6	4	4	1	...	2	.	.	..
	8 ditto ...	Nangloi ...	ditto	ditto ...	...	6	2	2	...	2	..		.	...
	9 ditto ...	Narula ...	ditto	ditto ...	...	6	5	4	5	2	...	.	..	..
					2	...	2	2	2	2	2	..	2	2
					3		5	5	4	5	5	..	4	4
	10 ditto ...	Nangloi Jatan ...	ditto	ditto ..	1	...	3	3	3	3	3	..	3	3
					2	...	2	2	2	2	2	...	2	2
					3	..	1	.	1	1	1	...	..	..
	11 ditto ...	Hilalpur ...	ditto	ditto ..	1	...	3	3	3	3	3	...	3	3
					2		3	3	3	...	1	..	.	.
					3	..	3	2	..	3		..	.	.
	12 ditto ...	Badli ...	ditto	ditto ...	2	...	2	2	2	...	2	...		1
					3	...	5	5	4	3	...		..	...
	13 ditto ...	Naraina ...	ditto	ditto .	1	...	3	3	3	2	3	..	2	2
					3	...	3	3	3	3	3	..	3	3
	14 ditto ...	Nahri ...	ditto	ditto ...	3	...	4	3	3	4	3	...	1	2
	15 ditto ...	Puth Khurd ...	..	...	3	...	7	...	4	6	4	...	...	1
					2	.	1	1	1	1	1	..	1	1
	16 ditto ..	Jonti ...	...	...	3	...	2	...	1	2	...	...	...	.
	17 ditto ...	Najafgarh ...	Town	..		4	2	2	...	...	1	...	...	...
					...	5	5	4	...	2	5	...	...	2
					.	6	2	2	..	1	2	...	...	..
					1	...	2	2	2	2	2	...	2	2
					2	.	3	3	3	2	3	...	2	2
					3	...	7	7	4	6	7	...	4	4
	18 ditto ...	Chhaola ...	Village	ditto ..	2	...	2	2	1	2	...	...	..	...
					3	..	2	2	...	1	2	..	..	...

	Name of Tahsil.	Name of School.	Town or Village.	By whom.	No. of class. Nagri.	No. of class. Persian.	No. examined.	Passed: In Reading.	Passed: In Dictation.	Passed: In Arithmetic.	Passed: In Geography.	Passed: In History.	Passed: In all subjects.	Prize awarded to.
	19 Dehli ...	Kair ...	Village	Inspector ...	1	...	2	2	1	...	1	...	...	..
					2	...	2	2	1	1	2	...	1	1
					3	...	1	...	...	...	..	...	...	..
	20 ditto ...	Hast Sal ..	ditto	ditto ...	2	..	3	3	...	1	3	...	...	1
					3	...	6	6	1	2	1	...	...	..
	21 ditto ...	Palam ..	ditto	ditto ...	3	...	6	5	1	5	5	..	1	1
	22 ditto ..	Shikarpur ...	These schools contain no classes fit for examination, *i. e.*, nothing above the 4th Nagri or 7th Persian.											
	23 ditto ...	Tihar ..												
	24 ditto ...	Burari ...												
	25 ditto ...	Madipur ...												
	26 ditto ...	Karala ...												
	27 ditto ..	Kanjhaola ...												
	28 ditto ..	Majra ...												
	29 ditto ..	Rasūlpur ...												
37.	30 Larsauli ...	Sumpat ...	...	Inspector ..	...	4	3	2	3	3	3	...	2	3
					.	5	4	4	1	3	4	...	...	.
					..	6	22	15	6	8	..	...	.	1
	31 ditto ...	Bighan ...	Village	ditto ...	.	6	6	...	1	...	...	...	.	...
	32 ditto ...	Rohat ...	...	...	.	5	2	1	2	...	...	...	..	...
					..	6	3	..	..	...	...	...	..	...
	33 ditto ...	Murthal ...	Village	Inspector ...	...	6	6	4	2	3	...	..	...	...
	34 ditto ...	Kheora ...	ditto	ditto ...	...	4	2	2	2	...	2	...	..	...
					.	5	2	..	1	...	...	...	..	...
					...	6	2	..	..	...	...	...	...	...
	35 ditto ...	Garhi Brahmanan ...	...	...	..	6	3	3	3	3	3	...	3	3
	36 ditto ...	Rath Dhana ...	..	...	3	...	3	...	1	1	..	...	..	..
	37 ditto ...	Gannaur ..	...	...	...	6	3	...	...	...	...	...	...	..
	38 ditto ...	Malakpur ...	...	...	...	6	3	2	1	3	...	...	..	...
	39 ditto ...	Harlana Kalan ..	Village	Inspector ...	3	...	2	...	1	1	...	...	...	...
	40 ditto ...	Garhi ...	...	...	3	...	2	2	2	2	2	...	2	2
	41 ditto ...	Nangal Kalan ...	...	...	3	..	4	..	3	4	3	...	..	...
	42 ditto ...	Khori ..	..	...	New School.									
38.	43 Ballamgarh	Ballamgarh ...	Town	...	..	4	1	1	1	1	1	...	1	1
					...	5	4	2	3	...	4	...	..	...
					..	6	10	10	7	7	6	...	3	3
					2	...	3	2	2	1	3	...	1	1
					3	...	3	2	2	3	2	...	1	2
	44 ditto ...	Faridabad ...	ditto	...	...	4	3	2	3	1	3	...	1	1
					...	5	5	4	5	..	4	...	1	1
					...	6	11	9	8	4	7	...	2	2
					2	...	3	3	3	2	3	...	2	3
					3	...	3	2	3	3	3	..	1	1
	45 ditto ..	Faridabad Branch ...	Village	...	.	6	4	4	4	4	1	...	1	3
	46 ditto ...	Fatehpur Billoch ...	...	.	2	...	2	2	2	2	2	...	2	2
					3	..	5	4	3	4	2	...	1	1
	47 ditto ...	Taga ..	...	...	2	...	1	1	1	1	1	...	1	1
					3	.	4	3	4	4	...	...	...	2
	48 ditto ...	Bhanakpur ...	...	...	3	..	4	2	3	4	3	...	...	3
		Atali	.	...	3	...	2	2	2	2	2	...	2	2
	49 ditto ...	Sham'apur	...	...	3	...	4	4	1	4	...	...	...	1
	50 ditto ..	Chhansa	...	...	3	...	5	3	1	5	..	..	..	..
	51 ditto ..	Chandpur ..	...	...	3	...	3	3	.	3	...	...	...	.
	52 ditto ...	Pali .	...	...	3	...	5	4	3	5	...	...	...	1
	53 ditto ...	Tigaon ...	..	...	2	...	2	2	2	...	2	...	...	1
					3	...	2	1	...	2	...	...	...	...
	54 ditto ...	Mahrauli ..	...	...	...	5	5	2	2	1	...	...	...	..
					.	6	3	...	...	2	...	...	..	...
					3	...	3	3	1	3	3	...	1	1
	55 ditto ...	Chiragh Dehli (Nagri)	...	...	3	...	3	3	2	3	3	...	2	2
	56 ditto ..	Bhopani ...	...	..	...	...	Fourth Nagri class only.							
	57 ditto ...	Mhona ...	...	..	..	...	ditto ditto.							
	58 ditto ...	Shahjahanpur ...	...	.	.	...	ditto ditto.							
	59 ditto ...	Chiragh Dehli (Persian).	...	..	...		Eighth Persian class only.							
				Total ..	...	...	330	144	187	200	90	...	74	96

KARNAL DISTRICT.

	Name of Tahsil.	Name of School.	Town or Village.	By whom.	No. of class. Nagri.	No. of class. Persian.	No. examined.	Passed: In Reading.	Passed: In Dictation.	Passed: In Arithmetic.	Passed: In Geography.	Passed: In History.	Passed: In all subjects.	Prizes awarded to.
39.	1 Karnal ...	Taraori ...	Village	Inspector ...	...	5	5	4	5	...	...	...	...	...
					...	6	8	3	3	...	...	...	...	...
	2 ...	Bairsal ...	...	...	...	4	2	2	2	2	1	...	1	1
					...	5	2	2	2	...	2	...	...	...
					...	6	1	1	1	...	...	...	...	...
	3 ...	Raipur ...	...	...	...	6	3	1	...	3	...	...	...	...
	4 ...	Samana ...	...	...	...	5	1	1	1	...	1	...	...	...
					...	6	3	3	1	...	...	...	...	...
	5 ...	Bhadson ...	...	...	...	5	2	...	2	...	...	...	...	...
					...	6	3	3	1	...	...	...	...	...
	6 ...	Ghiar ...	...	...	...	6	5	4	4	5	...	...	...	...
	7 ...	Baragano ...	...	...	...	6	5	3	4	...	...	...	...	...
	8 ...	Dhanora ...	...	...	...	6	3	2	...	...	...	...	...	...
	9 ...	Amin ...	...	...	...	5	2	...	1	...	...	...	...	...
					...	6	2	1	2	...	...	...	...	...
	10 ...	Buddha Khera ...	...	...	...	6	4	4	4	2	...	...	...	1
	11 ...	Jisru ...	...	...	...	6	3	2	3	1	...	...	...	...
	12 ...	Ghogripur ...	...	...	...	6	4	4	3	1	...	...	...	1
	13 ...	Gondar ...	...	...	...	5	2	2	2	1	...	...	...	1
					...	6	1	1	1	...	...	...	...	...
	14 ...	Saga ...	...	...	...	6	4	2	3	...	...	...	...	...
					...	6	4	2	3	3	...	...	...	...
	15 ...	Jundla ...	...	...	1	...	3	2	2	...	2	...	...	...
					2	...	2	2	2	...	2	...	...	1
					3	...	5	3	4	...	3	...	...	...
	16 ...	Bidhana ...	...	...	3	...	5	5	2	3	...	...	...	...
	17 ...	Kunjpura ...	...	...	...	5	6	3	6	1	2	...	1	1
					...	6	3	3	1	...	...	...	...	...
	18 ...	Banawal ...	...	...	...	6	4	4	2	...	...	...	...	...
	19 ...	Darar ...	...	...	...	6	2	2	2	...	...	...	...	...
	20 ...	Indri ...	...	...	...	6	1	1	...	...	...	...	...	...
	21 ...	Nagla ...	...	...	...	6	1	1	1	...	...	...	...	...
	22 ...	Faridpur ...	...	...	...	6	4	4	2	...	...	...	...	...
	23 ...	Gharaunda ...	...	...	...	5	2	2	2	...	...	...	...	...
					...	6	10	7	2	9	...	...	...	1
	24 ...	Kotel ...	...	...	...	5	2	1	2	2	...	...	...	...
	25 ...	Barsat ...	...	...	...	6	4	4	4	4	1	...	1	2
40.	26 Panipat ...	Panipat ...	Town	...	...	5	17	15	8	8	...	...	...	1
					...	6	5	4	3	5	...	...	...	1
					3	...	2	...	2	...	...	...	...	...
	27 ...	Panipat Branch ...	Village	...	...	5	3	3	2	...	...	...	...	...
					...	6	7	6	5	5	...	...	...	1
	28 ...	Didwari ...	...	...	...	5	3	2	3	3	2	...	2	2
					...	6	1	...	1	1	...	...	...	...
	29 ...	Kurana ...	...	...	...	5	2	1	2	1	1	...	...	...
					...	6	6	3	1	3	...	...	...	...
	30 ...	Abar ...	...	...	...	6	3	3	1	3	...	...	...	...
	31 ...	Jataul ...	...	...	...	6	3	1	1	2	...	...	...	...
	32 ...	Babail ...	Village	Inspector ...	2	...	1	...	1	1	...	...	...	...
					3	...	5	...	2	1	...	...	...	...
	33 ...	Raja Kheri ...	...	...	3	...	6	...	4	2	...	...	...	...
	34 ...	Dhansauli ...	...	...	2	...	1	...	1	1	...	...	...	...
					3	...	4	...	2	...	...	...	...	...
	35 ...	Sewah ...	...	...	...	6	4	3	...	3	...	...	...	...
	36 ...	Raksera ...	...	...	...	4	1	1	1	...	...	...	...	...
					...	5	4	1	4	2	...	...	...	...
					...	6	2	2	...	2	...	...	...	...
	37 ...	Patti Kalyana ...	...	...	1	...	2	2	2	...	...	...	...	...
					3	...	3	1	2	2	...	...	...	...
	38 ...	Mandi ...	...	...	3	...	2	...	1	2	...	...	...	...
	39 ...	Simalka ...	...	...	3	...	8	5	4	1	...	...	...	...
	40 ...	Jaurasi ...	...	...	2	...	1	1	1	1	...	...	...	...
					3	...	4	...	1	1	...	...	...	...
	41 ...	Munana ...	...	...	1	...	1	1	1	...	...	...	...	...
					2	...	1	1	1	1	...	...	...	...
					3	...	2	1	1	...	...	...	...	...
	42 ...	Siholi ...	...	...	2	...	1	1	1	...	...	...	...	...
					3	...	1	...	...	...	...	...	...	...
41.	43 Kaithal ...	Kaithal (Persian) ...	Town	...	...	4	3	8	8	...	3	...	...	...
					...	6	3	3	3	...	1	...	...	1
	44 ...	Branch (Barkat 'Ali's)	Village	...	...	6	4	4	3	2	...	...	...	...
	45 ...	Branch (Qazi's) ...	...	...	...	6	4	4	3	3	4	...	1	2
	46 ...	Branch (Khatrigan) ...	...	...	...	6	5	5	5	4	4	...	3	3

Name of Tahsil.	Name of School.	Town or Village.	By whom.	No. of Class. Nagri.	No. of Class. Persian.	No. examined.	Passed: In Reading.	Passed: In Dictation.	Passed: In Arithmetic.	Passed: In Geography.	Passed: In History.	Passed: In all subjects.	Prizes awarded to.
47 Kaithal ...	Kaithal (Nagri) ...	Village	Inspector ...	1	...	1	1	1	...	1	...	...	..
				2	...	2	2	1	...	2	...	...	1
				3	...	1	1	1	...	...	...	...	.
48 ..	Pundri ...	Town	...	...	5	8	6	8	..	8	...	..	1
				...	6	6	6	6	4	...	...	...	..
49 ...	Branch do. Fatehpur	Village	...	...	5	5	5	5	...	1	...	..	.
				...	6	10	6	9	6	1	...	...	...
50 ...	Habri ...	...	...	..	5	3	3	3	2	1	..	..	...
				...	6	2	..	2	1	2	..	..	...
51 ...	Sewan ..	...	...	...	6	2	2	2	2	..	...	...	...
52 ..	Sarsal ...	...	...	...	6	4	...	1	3	...	..	..	...
53 ..	Saraola ...	...	...	...	6	3	2	2	2	..	...	...	...
54 ...	Gohla ...	...	...	...	6	2	2	2	2	2	...	2	2
55 ...	Kheorak ...	...	...	...	5	2	1	2	..	1	..	.	..
				...	6	3	3	3	2	...	..	...	.
			Total ...	...	...	307	213	211	121	48	..	11	24

GURGAON DISTRICT.

42.	1 Jharsa ...	Gurgaon Cantont.*	Village	Inspector ...	...	4	3	3	3	3	3	...	3	3
					...	5	5	5	2	3	..	...	..	...
					...	6	5	5	2	3	...	...	...	..
	2 ditto ..	Badshahpur ...	ditto	ditto ...	..	6	4	4	2	1	...	...	...	...
	3 ditto ...	Wazirpur ...	ditto	ditto ...	3	..	2	2	2	2	2	...	2	2
	4 ditto ...	Garhi Har Saru ...	ditto	ditto ...	2	...	2	2	2	1	...	..	...	.
					3	...	1	1	1	...	...	...	...	...
					..	4	4	4	2	..	3	...	...	..
					...	5	1	1	1	...	...	...	...	...
	5 ditto ...	Har Sara ...	ditto	ditto ...	2	..	4	4	4	2	4	...	2	2
					3	..	3	3	3	...	3	...	...	1
	6 ditto ...	Sohna ...	Town	ditto ...	...	4	2	2	2	...	2	...	..	...
					...	5	3	3	..	...	3	...	...	...
					...	6	1	1	..	...	...	...	...	...
					3	..	5	2	2	2	1	...	1	1
	7 ditto ...	Sonah Branch ...	...	ditto ...	...	5	5	4	4	1	4	..	...	1
					...	6	3	3	1	...	3	...	...	...
	8 ditto ...	Farukhnagar ...	Town	Inspr. & Dy. Inspr.	...	4	2	2	2	2	2	...	2	2
					...	5	2	2	2	1	...	...	...	1
					...	6	4	2	1	3	4	...	1	1
	9 ditto ...	Branch Farukhnagar	...	..	..	..	...	..	..	..	.	..	..	...
	10 ditto ...	Bahora ...	Village	Inspr. & Dy. Inspr.	..	4	2	2	2	1	2	..	1	2
					...	6	2	1	2	1	...	..	...	...
					3	...	2	2	2	2	1	...	1	1
	11 ditto ...	Mubarakpur ...	ditto	ditto ...	...	5	4	3	3	4	4	...	2	2
					2	..	3	3	2	3	1	...	1	1
					3	...	3	3	..	3	...	...	...	..
	12 ditto ...	Pachganwa ...	ditto	ditto ...	2	...	2	1	2	2	2	...	1	1
					3	...	4	3	1	3	..	...	.	1
	13 ditto ...	Daulatabad ...	...	...	...	...	..	..	...	..	...	...	.	...
	14 ditto ...	Kasan ..	...	...	...	...	..	...	...	..	..	...	...	...
43.	15 Rewari ...	Bolni .	Village	ditto ...	..	4	1	1	1	1	1	.	1	1
					...	6	3	3	1	..	1	..	...	.
					3	.	5	1	5	..	2	...	...	.
	16 ditto ..	Jatusana ...	ditto	ditto ...	...	5	3	1	2	..	1	...	...	.
	17 ditto ...	Khol ...	ditto	ditto ..	...	6	4	3	1	2	4	...	...	..
	18 ditto ...	Dharuhera ...	ditto	ditto ..	...	5	3	2	1	..	3	...	...	...
					...	6	3	3	..	..	3	...	...	...
					3	..	3	1	1	...	..	..	...	.
	19 ditto ...	Bikaner ...	ditto	ditto ...	...	4	2	2	1	2	2	...	1	1
					..	5	2	2	1	...	2	...	..	...
					..	6	2	2	1	2	2	..	1	1
					3	...	6	6	5	4	4	...	4	4
	20 ditto ..	Khori ...	ditto	ditto ...	3	..	8	8	7	3	...	..	..	..
	21 ditto ...	Masani .	ditto	ditto ...	...	4	3	3	3	3	3	..	3	3
					...	6	3	2	1	2	3	..	...	..
					3	..	2	2	1	2	2	...	1	2
	22 ditto ..	Mandaula .	ditto	ditto ...	3	..	4	1	3	3	2	...	1	1
	23 ditto ...	Gokulgarh ...	ditto	ditto ...	2	...	2	2	2	2	..	...	...	.
					3	..	1	1	1	..	1	..	...	1
	24 ditto ...	Darauli ...	ditto	ditto ...	...	...	...	...	...	...	...	...	...	...
	25 ditto ...	Shahjahanpur ...	ditto	Deputy Inspector	...	6	10	6	6	2	5	...	2	2

* The Gurgaon Cantonment school and the (other) town schools of this district are aided schools.

	Name of Tahsil.	Name of School.	Town or Village.	By whom.	No. of class. Nagri.	No. of class. Persian.	No. examined.	Passed In Reading.	Passed In Dictation.	Passed In Arithmetic.	Passed In Geography.	Passed In History.	Passed In all subjects.	Prizes awarded to.
	26 Rewari ...	Baori Branch* ...	Village	Deputy Inspector	...	...	...	...	...	...	...	...	...	...
	27 ditto ...	Nalapur do. * ...	ditto	...	...	...	...	...	...	...	...	...	...	...
	28 ditto ...	Kayathwara do. * ...	ditto	...	...	...	...	...	...	...	...	...	...	...
	29 ditto ...	Bharawas * ...	ditto	...	...	...	...	...	...	...	...	...	...	...
	30 ditto ...	Dahina * ...	ditto	...	...	...	...	...	...	...	...	...	...	...
44.	31 Palwal ...	Palwal ...	Town	Inspr. & Dy. Inspr.	...	4	3	3	3	1	2	...	...	...
					...	5	4	4	4	1	2	...	...	1
					...	6	11	9	8	8	5	...	2	4
					1	...	3	3	3	1	3	...	1	2
					2	...	2	1	2	...	2	...	...	...
					3	...	3	3	2	...	...	...	...	...
	32 ditto ...	Palwal Branch * ...	...	ditto ...	2	5	3	3	3	...	1	...	...	1
					...	6	5	5	3	5	2	...	1	3
	33 ditto ...	Hasanpur ...	Village	ditto ...	...	4	2	2	1	...	2	...	...	...
					...	6	11	9	9	...	...	...	...	...
					1	...	2	2	2	1	2	...	1	1
					2	...	4	4	4	...	3	...	...	...
					3	...	2	2	2	2	1	...	1	2
	34 ditto ...	Ghori ...	ditto	ditto	3	...	4	3	3	4	4	...	2	2
	35 ditto ...	Khanbi ...	ditto	ditto ...	3	...	3	3	2	3	1	...	...	1
	36 ditto ...	Banswa ...	ditto	ditto ...	3	...	4	3	2	2	...	...	...	1
	37 ditto ...	Bhoruki ...	ditto	ditto ...	2	...	1	1	1	1	...	...	...	1
					3	...	3	2	3	3	1	...	...	1
	38 ditto ...	Mitrol ...	ditto	ditto ...	2	...	2	1	2	...	2	...	...	1
					3	...	3	3	1	...	...	...	...	...
	39 ditto ...	Hodal ...	ditto	ditto ...	...	6	3	2	1	...	...	...	...	...
					2	...	3	3	3	...	1	...	...	...
					3	...	3	3	2	1	1	...	1	1
	40 ditto ...	Palwal Branch ...	...	...	...	...	...	...	...	...	...	...	...	...
	41 ditto ...	ditto ...	...	...	...	...	...	...	...	...	...	...	...	...
	42 ditto ...	ditto ...	...	...	...	...	...	...	...	...	...	...	...	...
45.	43 Nuh ...	Nuh ...	Village	ditto ...	...	4	2	...	2	1	2	...	...	...
					...	5	2	1	2	2	2	...	1	1
					...	6	4	3	1	...	...	...	...	...
	44 ditto	Hatin ..	ditto	ditto ...	...	6	3	...	1	...	...	...	...	...
					3	...	1	...	1	1	...	...	...	...
	45 ditto ...	Taoru ...	ditto	ditto ...	...	6	3	3	2	...	3	...	...	...
					1	...	3	3	3	3	3	...	3	3
					2	...	4	4	3	3	1	...	1	1
					3	...	7	6	3	1	4	...	1	1
	46 ditto ...	Bahin ...	ditto	ditto ...	3	...	6	...	2	...	...	...	...	...
	47 ditto ...	Mandnaka ...	ditto	ditto ...	...	6	3	1	...	2	1	...	...	...
					3	...	6	2	...	1	1	...	...	...
	48 ditto ...	Jai Singhpur ...	ditto	ditto ...	...	6	6	4	...	1	...	...	...	...
	49 ditto ...	Ghasera ...	ditto	ditto ...	...	5	2	1	...	1	2	...	...	...
					...	6	1	...	1	...	1	...	...	...
					3	...	1	1	1	1	1	...	1	1
	50 ditto ...	Ojina ...	ditto	ditto ...	...	4	2	2	2	1	2	...	1	2
					...	5	3	3	2	2	3	...	2	2
					...	6	4	4	3	2	1	...	1	1
					3	...	2	2	1	2	...	...	...	...
	51 ditto ...	Indri ...	ditto	...	...	...	...	...	...	...	...	...	...	...
46.	52 Firozpur ...	Firozpur ..	Town	Deputy Inspector	...	4	5	5	...	...	4	...	...	...
					...	5	7	6	7	...	2	...	...	...
					...	6	2	2	1	...	...	...	...	...
	53 ditto ...	Firozpur Branch ...	...	ditto ...	...	6	3	...	3	...	...	...	...	...
	54 ditto ...	Punahana .	Village	...	...	4	3	3	3	2	2	...	2	2
					...	5	3	3	3	1	3	...	1	2
					...	6	4	2	2	1	2	...	...	...
					3	...	4	3	2	1	4	...	1	1
	55 ditto ...	Nagina ..	...	...	...	5	5	4	4	3	5	...	1	2
					...	6	5	2	3	4	5	...	1	1
					3	...	5	3	2	3	...	...	...	1
	56 ditto ...	Basai Khanzada ..	...	...	2	...	1	1	1	1	...	...	...	...
					3	...	2	1	1	2	...	...	...	...
	57 ditto ..	Sakras † ..	.	.	...	...	...	...	...	...	...	...	...	...
	58 ditto ...	Bichhûr † .	...	.										
				Total ...	...	...	351	274	131	151	174	...	57	81

* These schools contain no classes up to the standard.
† Nor do these.

LUDHIANA DISTRICT.

	Name of Tahsil.	Name of School.	Town or Village.	By whom.	No. of Class. Nagri.	No. of Class. Persian.	No. examined.	Passed In Reading.	Passed In Dictation.	Passed In Arithmetic.	Passed In Geography.	Passed In History.	Passed In all subjects.	Prizes awarded to.
47.	1 Ludhiana	Gujarwal ...	Town	Inspector ...	...	4	2	2	2	...	2	...	...	...
					...	5	11	..	8	1	10	...	...	...
					...	6	6	5	4	6	...	..	...	...
	2 ...	Ber Khurd ...	Village	...	...	4	1	...	1	...	1	...	...	...
					...	5	4	...	2	1	2	...	...	...
					...	6	7	4	4	7	...	...	...	1
	3 ...	Chingan ...	...	...	...	5	4	3	4	1	...	...	...	...
					...	6	1	1	...	1	...	...	...	...
	4 ...	Dudhal ...	...	...	...	4	8	6	6	...	...	...	...	...
					...	5	4	3	3	...	3	...	...	...
					...	6	7	6	4	4	...	...	...	...
	5 ...	Maland ...	...	...	...	5	4	4	4	2	4	...	2	2
					...	6	8	7	8	8	7	...	6	7
	6 ...	Ghungrana ...	...	...	...	4	3	3	3	...	1	...	...	...
					...	6	2	2	2	1	2	...	1	1
	7 ...	Gil ...	...	...	...	4	3	3	3	3	3	...	3	3
					...	5	1	...	1	1	1	...	...	...
					...	6	4	4	3	4	4	...	3	3
	8 ...	Jaspal Bangar ...	...	...	...	4	3	3	3	3	3	...	3	3
					...	5	4	...	4	1	3	...	...	...
					...	6	3	3	1	1	3	...	1	1
	9 ...	Pidhi ...	...	...	...	5	3	2	3	...	2	...	...	...
					...	6	3	3	2	...	1	...	...	...
	10 ...	Raipur ...	Town	...	...	4	5	4	5	2	4	...	2	3
					...	6	6	5	5	...	3	...	...	...
	11 ...	Pakkhowal ...	Village	...	..	4	1	1	1	...	1	...	...	...
					...	5	1	1	1	...	1	...	...	...
					...	6	2	2	2	2	1	...	1	1
	12 ...	Mattewara ...	...	...	...	5	1	1	1	...	1	...	...	...
					...	6	4	4	4	3	...	...	...	...
	13 ...	Jungaheri ...	...	...	...	6	7	5	7	1	2	...	1	1
	14 ...	Latala ...	...	...	...	5	5	5	3	2	5	...	1	3
					...	6	1	...	1	1	...	...	...	...
	15 ...	Machhian Kalan ..	...	...	...	4	3	...	3	...	...	...	...	...
					...	5	1	1	1	...	1	...	...	...
					...	6	4	4	2	1	...	...	...	...
	16 ...	Sanhewal Kalan ...	...	...	...	4	3	2	3	3	3	...	2	3
					...	5	5	..	5	...	5	...	...	...
					...	6	2	2	2	2	..	...	...	...
	17 ...	Lalton ...	...	...	...	5	3	1	3	1	3	...	...	...
					...	6	5	4	4	1	3	...	1	1
	18 ...	Baddowal ...	...	...	...	4	2	2	2	...	2	...	...	...
					...	5	1	1	1	...	1	...	...	...
	19 ...	Kūm ...	...	...	...	5	3	...	3	3	...	...	...	...
					...	6	1	...	...	...	1	...	...	...
	20 ...	Hirān ...	...	...	...	4	1	1	1	1	1	...	1	1
					...	5	2	1	2	2	2	...	1	1
	21 ...	Katani Kalan ...	...	...	...	6	6	3	5	6	...	...	...	...
	22 ...	Nurpur ...	...	...	...	5	2	2	1	...	2	...	...	...
					...	6	5	4	3	...	1	...	...	...
	23 ...	Sibyan ...	...	...	...	5	5	4	5	...	4	...	...	...
					...	6	6	6	4	4	3	...	2	2
	24 ...	Sherpur Kalan ...	...	...	..	6	2	2	2	2	2	...	2	2
	25 ...	Bita ...	...	...	...	4	1	1	1	...	1	...	...	...
					...	5	1	1	1	...	1	...	...	...
					...	6	3	3	3	...	3	..	..	...
	26 ...	Katra Charmi ...	...	...	...	4	3	2	3	2	3	...	2	2
					...	6	2	2	2	2	2	...	2	2
	27 ...	Jassowal	...	...	...	5	1	...	...	...	...	...	...	...
	28 ...	Jamalpur ...	...	...	...	4	3	2	3	2	3	...	1	2
					...	6	4	4	2	...	4	...	...	...
	29 ...	Hibowal Khurd ...	...	...	...	4	1	1	1	...	...	...	...	...
					...	6	6	6	5	5	6	...	5	5
	30 ...	Hibowal Kalan ...	...	...	...	5	2	...	2	2	2	...	...	...
	31 Samrala ...	Khanna ...	Town.	...	...	4	4	4	3	4	4	...	3	4
					...	5	10	9	9	9	10	...	6	6
					...	6	7	6	3	7	6	...	2	2
	32 ...	Barwali Kalan ...	Village	...	...	5	9	7	8	6	7	...	5	5
					...	6	9	1	5	2	8	...	1	1
	33 ...	Sarai Lashkari Khan	...	...	...	4	5	5	5	4	4	...	3	3
					...	5	4	...	4	3	2	...	...	...
	34 ...	Ladhran ..	...	...	...	5	5	...	4	4	4	...	...	...
	35 ...	Bhirri ...	...	...	...	4	6	5	6	6	6	...	5	5
					...	6	7	4	5	4	4	...	3	3

Name of Tahsil.	Name of School	Town or Village	By whom	No. of Class. Nagri.	No. of Class. Persian	No. examined.	Passed In Reading.	Passed In Dictation.	Passed In Arithmetic	Passed In Geography	Passed In History	Passed In all subjects.	Prizes awarded to.
36 Samrala	Samrala		Inspector		4	3		2	3				.
					5	4	3	4		3			
					6	6	5	5	6	5		3	3
37	Dharru	Town			4	4	4	4	4	4		4	4
					5	2		2	1	2			
					6	5		2	3	3			2
38 .	Bahlolpur	Village			4	1	1	1	1	1		1	1
					6	5	5	4	5	5		4	5
39 .	Rahawan				4	3		3	3	3			
					6	1	1		1				
40	Machhiwara	Town			4	8	6	6	8	8		4	5
					5	6	1	4	2	5			
					6	12	11	12	10	6		6	6
41 .	Nasrani	Village	..		4	5	2	5	5	5		2	2
					5	4	3	4	4	3		3	3
					6	7	3	6	5	6		3	5
42	Rapalon		..		4	1	1	1	1	1		1	1
					5	2		2	1	2			
					6	4	3	3	2	3		2	2
43	Sihala		..		4	1	1	1	1	1		1	1
					5	4	4	4	4	4		4	4
					6	5	4	1	4	4		1	1
44 ..	Ronhun Kalan		..		4	4	2	2	4	3		1	1
					5	3	3	3	3				
					6	5	3	4	5	3		1	1
45	Dhiru Mazra				5	3	3	3	3	3		3	3
					6	2	2	2	2				
46 .	Salodi		..		4	3	2	2	3	3		2	2
					5	2	2	2	2	2		2	2
					6	7	4	3	7	3		2	2
47	Bhadla Kalan		.		4	5		4	4	5			1
					5	1		1	1	1			
					6	9	2	3	1	2		1	1
48	Akulaha				6	2	2	1	2	2		1	1
49	Dadheri				4	1	1	1	1				
					6	6	1	2		1			
50	Rosalra				6	4	1	1					
49 51 Jagraon	Raikot	Town	.		4	9		7		7			
					5	8		7		4			
					6	11	2	8	2	1		1	1
52	Talwandi Rae	Village	.		4	2		2		2			
					5	4	4	4		4			
					6	2	1	2	1				
53	Jagraon	Town	.		4	12	4	10	2	4			
					5	14	7	14	1	8		1	1
					6	17	5	5	2	2		1	1
54 .	Sodi Khas	Village	.		4	2	2	2					
					5	7	6	6		7			1
					6	4	3	3		1			
55	Halwara				4	2		2	1	2			
					5	4	3	4		2			
					6	5	2	3		1			
56 .	Hambran				4	4		4	2	4			
					5	4	3	4					
					6	3							
57	Bisyan				5	2	1	1		1			
					6	6	3	4	2	3		1	1
58 .	Tughal				4	4	2	4	4	4		2	2
					5	1				1			
					6	1	1	1		1			1
59	Sijan				4	4	3	4	1	4		1	1
					5	2	2	2		1			1
					6	2	1	2	2	2			
60	Sidhwan				4	2		1	1	2			
					5	2	[illegible]	2	1	2		1	1
					6	2							
61	Sherpur				5	1	1	1					
					6	4	4	4	1	2		1	1
62	Hatūr				4	3	3	3	3	3		3	3
					5	1	1	1		1			
					6	1							
63	Lamma				6	5	3	3	1	3		1	1
64	Hans				4	1			1	1			
					6	1							
65	Siholi				4	2		2	2	2			

Name of Tahsil.	Name of School.	Town or Village.	By whom.	No. of Class. Nagri.	No. of Class. Persian.	No. examined.	Passed In Reading.	Passed In Dictation.	Passed In Arithmetic.	Passed In Geography.	Passed In History.	Passed In all subjects.	Prizes awarded to.
66 Jagraon ...	Dalla ...	Village	Inspector ...	...	4	3	...	3	1	...	...	...	...
				...	5	3	1	2	...	2	...	...	...
				...	6	1	...	1	...	...	...	...	...
				...	6	5	2	4	...	...	...	...	...
67 ...	Ghalib Barā ...	...	...	...	6	1	1	1	1	1	...	1	1
68 ...	Hibowal ...	...	...	...	6	5	3	5	1	5	...	1	1
69 ...	Rassūlpur ...	...	...	...	6	3	1	1	...	1	...	...	...
				...	4	1	1	1	1	1	...	1	1
				...	5	1	1	1	...	...	...	...	...
				...	6	3	...	...	...	...	...	...	...
70 ...	Thara ...	...	...	...	4	3	3	2	2	3	...	1	1
				...	5	2	...	2	...	1	...	...	...
				...	6	3	...	1	...	...	...	...	...
				...	4	4	3	4	4	4	...	3	3
				...	5	2	1	2	...	1	...	...	...
				...	6	7	3	2	...	3	...	...	...
			Total ...	...	...	542	369	496	299	385	...	143	161

AMBALA DISTRICT.

50. 1 Ambala ...	Mullana ...	Village	Inspector ...	...	4	7	7	7	7	7	...	7	7
				...	6	8	8	8	8	6	...	6	6
2 ...	Kalāl Hatti ...	...	...	...	4	4	4	4	4	4	...	4	4
				...	5	4	4	4	2	4	...	2	2
				...	6	5	5	3	5	4	...	3	3
3 ...	Duliani ...	...	...	...	6	2	2	1	2	1	...	1	1
4 ...	Bita ...	...	...	...	4	2	2	2	2	2	...	2	2
				...	5	3	3	3	3	3	...	3	3
				...	6	5	5	4	4	3	...	3	3
5 ...	Keshri ...	...	...	...	4	1	1	1	...	1	...	...	...
				...	5	4	4	3	3	4	...	3	3
				...	6	2	2	2	1	1	...	1	1
6 ...	Odhua ...	...	...	...	6	8	8	8	8	8	...	8	8
7 ...	Chudiala ...	...	...	...	5	1	1	...	1	1	...	...	...
				...	6	2	2	2	1	2	...	1	1
8 ...	Bibial ...	Town	...	...	4	4	3	3	1	4	...	...	1
				...	5	7	7	7	5	7	...	5	6
				...	6	5	5	5	3	1	...	...	...
9 ...	Bua ...	Village	...	...	5	5	2	...	5	5	...	...	...
				...	6	4	4	2	2	...	...	...	...
10 ...	Pinjokhra ...	...	...	...	4	1	...	...	...	1	...	...	...
				...	5	1	1	...	1	1	...	...	...
				...	6	3	3	3	1	3	...	1	1
11 ...	Tharwa ...	...	...	1	...	2	2	1	2	2	...	1	1
				2	...	6	4	1	5	5	...	1	1
				3	...	9	...	5	4	...	...	...	...
51. 12 Jagadhri...	Damla ...	...	...	...	5	1	1	...	1	1	...	...	...
				...	6	3	3	3	3	3	...	3	3
13 ...	Bilaspur ...	Town	...	...	4	3	3	3	2	...	...	...	...
				...	5	7	...	5	7	4	...	...	...
				...	6	10	5	3	7	4	...	1	1
14 ...	Khizrabad ...	Village	...	...	5	2	2	2	2	2	...	2	2
				...	6	4	4	2	3	...	...	...	...
15 ...	Mustfabad ...	...	...	...	5	2	2	2	1	1	...	1	2
				...	6	6	5	4	5	2	...	2	2
16 ...	Masibhāl ...	...	...	...	6	5	5	4	4	3	...	2	2
17 ...	Buria ...	...	...	...	4	4	2	4	2	2	...	2	2
				...	5	6	5	5	1	4	...	1	1
				...	6	3	3	2	3	1	...	1	1
				2	...	5	1	4	5	4	...	1	1
				3	...	6	4	6	6	1	...	1	2
18 ...	Bilachor ...	...	...	...	4	3	3	3	2	3	...	2	2
				...	5	1	1	1	1	1	...	1	1
				...	6	9	8	6	2	3	...	1	1
19 ...	Mahlawali ...	...	...	...	4	2	2	2	2	...	...	...	...
				...	5	3	2	3	2	3	...	2	2
				...	6	6	...	6	...	1	...	...	...
52. 20 Kharrar ...	Bharodi ...	Town	...	...	4	2	2	2	2	2	...	2	2
				...	5	10	4	10	4	10	...	3	4
				...	6	11	11	10	11	11	...	10	11

	Name of Tahsil.	Name of School.	Town or Village.	By whom.	No. of class. Nagri.	No. of class. Persian.	No. examined.	Passed: In Reading.	Passed: In Dictation.	Passed: In Arithmetic.	Passed: In Geography.	Passed: In History.	Passed: In all subjects.	Prizes awarded Rs.
21	Kharar ...	Maninajra ...	Town	Inspector ...	...	4	2	2	2	...	2	...	...	1
					...	5	4	4	4	...	4	...	..	...
22	...	Sialba ...	Village	...	...	6	3	3	3	3	3	..	3	3
					...	4	1	1	1	1	1	...	1	1
					...	5	5	5	5	...	4	...	...	1
23	...	Khizrabad ...	...	...	..	6	6	6	3	6	6	.	3	3
					..	5	1	1	1	1	1	.	1	1
24	...	Muloa ...	...	...	...	6	8	5	5	5	1	..	1	1
					...	5	5	...	3	...	3	.	.	...
25	...	Sohana ...	...	...	...	6	6	2	4	2	4	...	2	2
					...	5	1	1	1	...	1	...	..	..
26	...	Kurali ...	...	...	...	6	6	4	6	4	6	..	3	3
27	...	Kumbra ...	...	...	...	6	6	4	6	6	6	...	4	4
					...	5	2	2	2	1	2	...	1	1
					...	6	1	1	...	1	...	..	...	...
28	..	Mataur ...	...	...	...	5	1	1	1	1	1	..	1	1
					...	6	1	1	1	1	1	...	1	1
29	...	Maninajri ...	...	...	...	4	...	...	...	...	...	...	...	...
					..	5	...	...	...	...	...	...	...	...
					...	6	5	5	5	4	5	..	4	4
30	...	Rasanheri ...	...	...	...	5	3	...	3	...	3	...	...	...
					...	6	4	4	4	4	4	..	4	4
31	...	Siwara ...	...	...	...	5	3	...	3	...	3	...	...	...
					...	6	2	2	2	2	2	..	2	2
32	...	Kharrar ...	...	...	...	5	2	2	2	2	2	...	2	2
					...	6	1	...	1	1	...	..	...	...
33	...	Manoli ...	...	...	...	6	4	1	3	4	...	...	..	...
34	...	Rūrki ...	...	...	...	5	3	3	3	1	3	...	1	1
					...	6	6	3	2	3	...	...	..	...
35	...	Burail ...	...	...	...	6	5	5	5	4	5	...	4	4
36	...	Daun ...	...	...	...	4	1	1	1	...	1	...	...	1
					..	5	3	3	2	...	3	...	..	...
					...	6	4	2	1	4	...	...	..	...
37	...	Mubarakpur ...	...	...	...	6	1	1	1	1	1	...	1	1
53. 38	Naraingarh	Sadhora ...	Town	Inspector ...	...	4	8	...	3	7	7	...	...	...
					...	5	8	...	2	6	8	...	...	...
					...	6	21	14	12	7	5	...	3	3
39	...	Haweli ...	Village	...	..	4	1	1	1	...	1	..	...	1
					...	5	5	...	...	2	..	..	...	...
					...	6	4	3	1	2	...	...	...	...
40	...	Shahzadpur ...	...	...	...	5	2	2	2	1	2	...	1	1
					...	6	5	3	4	4	4	..	3	3
41	...	Gadhi ...	...	...	...	5	1	1	...	1	1	..	..	1
					...	6	2	2	2	2	2	...	2	2
42	...	Naraingarh ...	...	...	...	6	6	6	5	6	6	...	3	3
43	...	Bhurawala ...	...	...	...	5	3	2	2	3	3	...	2	2
					..	6	1	...	...	1	...	..	..	...
44	...	Ramgarh ...	...	...	...	5	1	1	...	1	1	..	..	..
					..	6	2	1	1	1	1	...	1	1
45	...	Patarheri ...	...	...	...	6	4	3	3	3	3	..	3	3
54. 46	Pipli ...	Thanesar ...	Town	...	..	5	5	4	4	5	3	.	3	4
					...	6	2	2	2	2	2	...	2	2
					1	...	4	...	4	...	..	...	..	...
					2	...	2	...	1	...	...	...	...	...
					3	..	9	...	3	6	2	...	...	...
47	...	Bagthala ...	Village	...	...	4	1	1	1	...	1	..	..	...
					...	5	2	2	2	...	1	.	...	...
					...	6	2	2	2	...	..	..	...	...
48	...	Pipli ...	...	...	...	4	1	1	1	1	1	..	1	1
					...	5	9	7	8	3	8	..	3	3
					...	6	2	1	1	1	.	...	...	..
49	...	Ladua ...	...	...	..	6	5	4	4	5	..	...	...	1
50	...	Radaur ...	...	...	...	4	3	3	3	2	3	..	2	2
					...	5	2	2	2	1	2	.	1	1
					...	6	2	2	2	2	...	.	...	1
51	...	Jatlana ...	...	...	..	4	1	1	1	1	1	...	1	1
					..	6	1	1	1	1	...	...	...	..
52	...	Murtzapur ...	...	...	...	5	3	3	3	2	3	.	2	2
					...	6	3	3	1	3	1	...	1	1
53	...	Halahar ...	...	...	...	6	2	2	2	2	...	..	..	1
54	...	Pihua ...	.	.	..	4	1	1	1	1	1	...	1	1
					..	5	1	1	1	...	1	...	..	...
					...	6	8	4	4	1	1	..	1	1
55	...	Kaul .	...	...	..	5	6	1	1	5	3	..	1	...
56	...	Pabnawah ...	...	...	..	6	7	...	4	2	...	...	...	...

Name of Tahsil.	Name of School.	Town or Village.	By whom.	No. of class. Nagri.	No. of class. Persian.	No. examined.	Passed In Reading.	Passed In Dictation.	Passed In Arithmetic.	Passed In Geography.	Passed In History.	Passed In all subjects.	Prizes awarded to.
57 Pipli ...	Shahabad ...	Town	Inspector ...	...	4	6	6	6	5	6	...	5	5
				..	5	4	3	2	1	4	...	...	..
				..	6	10	8	7	8	...	...	...	...
58 ...	Chaisa ...	Village	...	..	4	4	4	4	4	4	...	4	4
				...	5	3	2	2	3	3	...	1	1
				...	6	4	4	1	1	..	...	...	...
59 ...	Mantan ...	...	...	...	6	2	2	1	2	1	...	1	1
55. 60 Ropar ...	Muranda ...	Town	...	..	4	4	3	1	2	3	...	...	2
				...	5	4	4	4	4	4	...	4	4
				...	6	5	5	3	5	...	...	..	...
61 ...	Chamkor ...	Village	...	...	5	3	1	2	3	...	...	1	1
				...	6	3	3	2	1	...	...	..	..
62 ...	Saga ...	...	...	...	5	3	3	3	...	3	...	...	2
				...	6	4	3	3	3	...	...	...	...
63 ...	Ratangarh ...	...	...	...	5	4	3	4	2	2	...	1	1
64 ...	Bharatgarh ...	...	...	...	6	3	3	3	3	...	...	...	3
65 ...	Awankot ...	...	...	...	6	5	4	3	3	4	..	2	2
66 ...	Lotchri ...	...	...	...	5	4	4	2	3	4	...	2	2
				..	6	4	4	1	4	4	...	1	1
67 ...	Ghatauli ...	...	...	..	5	2	2	2	...	2	...	..	2
				...	6	3	3	3	3	3	...	3	3
68 ...	Kainpur ...	...	...	1	...	3	3	3	3	3	...	3	3
				2	...	3	3	2	...	3	...	...	...
				3	...	7	7	3	3	...	...	...	...
69 ...	Behrampur ...	...	...	...	5	1	1	1	1	1	...	1	1
				...	6	2	2	2	2	...	...	...	1
70 ..	Saran Hatti ...	...	...	...	6	1	1	1	1	...	...	..	...
71 ...	Tonga ...	...	...	...	6	1	...	1	1	1	...	...	1
			Total ...	...	...	590	420	424	384	357	...	195	219

56. From the foregoing the appended abstract is easily derived; from it will be seen the relative positions of the several districts.

Abstract showing the relative positions of the districts.

No. of column.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Name of District.	No. of schools examined.	No. of boys examined.	Average No. of boys (per school) examined.	Number passed in Reading.	Number passed in Dictation.	Number passed in Arithmetic.	Number passed in Geography.	Number passed in All subjects.	No. obtaining prizes.	Percentage passed in Reading.	Percentage passed in Dictation.	Percentage passed in Arithmetic.	Percentage passed in Geography.	Percentage passed in All subjects.	Percentage obtaining prizes.
Hissar ...	14	97	7·0	51	60	68	62	19	23	53	62	70	64	19	24
Rohtak ...	37	368	10·0	233	241	198	223	105	132	63	65	54	61	28	36
Dehli ...	59	330	5·6	144	187	200	90	74	96	44	57	60	27	22	29
Karnal ...	55	307	5·6	213	211	121	48	11	24	70	68	40	16	4	8
Gurgaon ...	58	351	6·0	274	131	151	174	57	81	78	37	43	49	16	23
Ludhiana ...	70	542	7·7	369	496	299	385	143	161	68	92	55	71	26	30
Ambala ...	71	590	8·3	420	424	384	357	195	219	71	72	65	50	33	37
Simla *															
Sirsa †															
Total ...	364	2,585	7·1	1,704	1,750	1,421	1,339	604	736	66	67	55	52	23	28

* Not compared with districts in the plains.
† Not examined.

General remarks.

I do not think that these general results are satisfactory. Seven boys per school is not enough to be put forward for my examination, especially when it is added that of *those seven* only 66 per cent. passed in reading, 67 in dictation, 55 in Arithmetic, and 52 in Geography; only 23 per cent. passing in all the subjects, *i. e., on an average it takes two schools to pass three boys in all the subjects.*

Comparison of districts (as to lower classes).
1 Rohtak; 2 Ambala; 3 Ludhiana; 4 Dehli; 5 Gurgaon; 6 Hissar; 7 Karnal.

It may easily be gathered from the table that of all the districts (in respect of the lower classes of their schools) Rohtak stands first, being ahead of all the others in the most important column, 3, and second in columns 14 and 15; Ambala and Ludhiana may then be classed, Ambala being perhaps a little the better. Fourth comes Dehli, and pretty close to it Gurgaon and Hissar, and seventh, far behind all the rest, Karnal.

Two reasons for the low standard of the schools.
1. Inferior Masters.
2. Inefficient Muharrirs.

57. There are two principal reasons for the unsatisfactory state of the majority of the schools of my circle: (i), the incompetency of the Masters—an evil which will gradually be remedied by the introduction of certificated men on higher salaries; and (ii), the gross inefficiency of the School Muharrirs. On this latter point I have much to say, and though diffident of expressing myself dissatisfied with these subordinate Educational Officers, who have in many cases been commended by the Deputy Commissioners of the districts to which they are attached, I am bound to lay before you my strong conviction in the matter. To show generally the nature of the work done by the Muharrirs, I have drawn out a table which, in column 1, exhibits the number of schools in each district, in column 2 the number of visits that the rules of this Department require each Muharrir to pay annually to the schools of his district, and in column 3 the number of visits actually so paid.

Name of District.	No. of schools.	No. of visits required of the Muharrir.	No. of visits actually paid by Muharrir.	Work done as a percentage of work required.
Dehli	61	244	68	27
Karnal	55	220	98	45
Hissar	21	84	50	60
Rohtak	38	152	76	50
Ludhiana	75	300	193	64
Gurgaon	52	208	58	28
Sirsa	18	52	70	135
Ambala	85	340	187	55
Total ...	405	1600	800	49

In aggravation of the results of this table, it should be remembered that column 1 contains only town and village schools, excluding grant-in-aid schools and female schools; and that in the visits indicated by column 3, in the majority of cases the visits paid by the muharrir in my company have been included; whereas the meaning of the rule that *every Muharrir shall visit every school of his district 4 times a year at least*, implies independent visits, and takes no cognizance of those made with the Inspector. As it is, the table shows that the schools are not visited even half as much as they ought to be. The Muharrir of the Sirsa District has done his duty, but with but 18 schools to look after he could hardly fail; nevertheless, the Hissar Muharrir, with but 21 schools in his charge, has done but 60 per cent. of his inspectorial work: the Deputy Commissioner, at my suggestion, at once removed him. In the Karnal District I found the masters complaining that they could not induce Shira Singh to supply them with books or maps or schemes of studies. He knew nothing of any one of the schools, could not predict whether a particular class of a particular school would answer well or badly in a given subject, nay more, he could not be certain whether a particular class *existed* in a given school. I regret very much that I did not recommend this man's dismissal at the close of the year 1867-68, but being new to the post of Inspector, I was diffident of proposing important alterations. However, at the end of the year under report, I strongly urged Major Parsons, who takes the very greatest interest in the educational work of his district, to remove him. He was removed, and it is impossible for the district not to gain by it. The Dehli Muharrir is I think fit for his post, but has not done his duty by the schools in his charge this year; he has been warned both by the Deputy Commissioner and myself that another year's indolence will render his removal necessary

The Muharrirs severally of Sirsa, Hissar, Karnal, Dehli, Rohtak, Gurgaon, Ambala, and Ludhiana.

The Rohtak Muharrir has done nothing during the year. The Muharrir of Gurgaon has been replaced by a Deputy Inspector, and is now Muharrir of Hissar, to which smaller district his powers are more suited. The Muharrir of Ambala, though the table shows him to have made twice as many visits to his schools as any other Muharrir (except of Ludhiana), is not competent* for the very important post he holds. The Ambala District contains more than a fifth of the schools of the whole circle, and urgently requires the superintendence of a competent person. The present Muharrir cannot by any straining of terms be represented as in any sort competent. That he is energetic and active, and, with the exception of the Ludhiana Muharrir, the only one who is honest enough to know that it is part of his duty to facilitate rather than oppose the Inspector's examinations, is doubtless much in his favor; but nevertheless I do not think it possible that the schools of the district can ever reach their proper standard under the supervision of a man who knows not a word of either English or Nagri, and has not a reputation for scholarship in any one of the prescribed subjects of the curriculum he has to superintend. The Ludhiana District contains very nearly as many schools as that of Ambala; it is, as the above tables have proved, the best district of all, being second in both its higher classes and its lower classes, and far beyond any in the amount of fees annually collected. The Muharrir, though this year is not a fair specimen of his powers, is a capital officer. He knows his schools; can form a pretty fair estimate of the quality of a given class of a given school; abstains from throwing dust in the Inspector's eyes; and generally exercises a most valuable supervision over the schools of his district. I can desire no change in him, except the addition of some English to his other attainments.

Aided schools.
Elementary English schools (aided).

58. The aided elementary English schools of the Ambala Circle appear to me to be almost useless. They are generally in bad order, the smallness of their funds precluding the possibility of the entertainment of competent English teachers. I should be glad to see the private subscriptions and equivalent Government grants diverted to the foundation of close scholarships to the neighbouring zil' schools.†

Of Hissar—Hansi and Hissar.

58*a*. The two schools of Hansi and Hissar are in a miserable condition; nothing but very considerable pains by the masters of both can possibly restore them to anything like order. On my visit of inspection, I reformed all the classes of both schools, directed strict attention to the prescribed scheme of studies, and explained to the masters how the subjects, Grammar, English translation, and the rest, should be taught.

Of Rohtak—Bahadargarh and Gohana.

58*b*. I find in my notes on the Rohtak District that I never saw so disgraceful a school as that of Bahadargarh. The master, who is neither competent nor painstaking, has been reduced by the Deputy Commissioner at my suggestion. The cost per head in this school was over Rs. 2 at the date of my visit. I was unable to see the school at Gohana, being suddenly summoned to Dehli by the Chief Court.

Of Sirsa—Sirsa.

58*c*. The school at Sirsa is reported to be making good progress by the Deputy Commissioner, and by Mr. T. O. Wilkinson, the Assistant Commissioner, who examined all the classes most carefully at the close of the year.

Of Dehli—Faridabad, Sunipat, and Arab Sarai.

58*d*. In the Dehli District, I found the schools of Sunipat and Faridabad in a very unsatisfactory state; neither of the masters had any idea of the courses of study prescribed for the several classes. Both have been reduced. The Arab Sarai school and its small branch at Purana qila showed more labor on the part of the teacher, but has a low average attendance.

Of Karnal—Panipat and Kaithal.

58*e*. The schools of the Karnal District too are in a most lamentable condition: the incompetency and indolence of the masters, aggravated by the absolute neglect of the late Muharrir, has ruined the schools. I should like to see both schools closed, and their endowments diverted to the foundation of scholarships to the zil' school at Karnal.

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* The Chief Muharrir was appointed out of consideration for his father, who was a respectable Muhammadan gentleman, and formerly held the post of Deputy Inspector of the Ambala Division, which appointment was abolished in 1860. The Chief Muharrir was sent to Dehli to receive instruction in English and other subjects, with the understanding that he would be retained in the appointment on condition of going through a certain course of study. He chose, however, to leave Dehli without permission. There can be no possible doubt that he is unfitted for the situation he holds, and he cannot long be permitted to retain it.—W. R. M. HOLROYD, *Director P. I. P.*

† The Inspector will be requested, after his next visit to each district that contains elementary English schools, to state, after consultation with District Officers, what schools he would propose to close. If the subscribers can be induced to consent, the funds can be expended on scholarships tenable at superior schools.—W. R. M. HOLROYD, *Director P. I. P.*

Of Gurgaon—Firozpur.

Of the six schools in the Gurgaon District, on which I reported last year, but one (that of Firozpur) remains. The failure of the Deputy Commissioner, Colonel Elliot, to realize the voluntary subscriptions, necessitated the closing of the other five schools.

Of Ludhiana—Jagraon and Machhiwara.

58*f*. In the Ludhiana District the schools of Jagraon and Machhiwara are no exceptions to the rule of failure. With the exception of that of Bahadargarh in the Rohtak District, the Machhiwara school is the worst in the circle. I should like to see the funds of both schools diverted to found exhibitions to the Rupar zil' school. It is unfortunate that the school muharrir knows no English, as I think he is almost competent to make even an Elementary English Aided school successful.

Of Ambala—Burya, Ambala 'Amla, and Manimajra.

58*g*. In the Ambala District is the only good school of the circle, viz., that of Burya. I was very much surprised and pleased with the examination of this school, as it was the last Aided English school I visited, and I had decided that a good school of the class was an impossibility. The Ambala 'Amla school was in a most discreditable state, and that of Manimajra so hopeless that I recommended the Deputy Commissioner to close it at once. He did so: two of the boys have gone to the Dehli zil' school with scholarships, and others, I imagine, to Rupar and the Ambala Mission school.

Mission schools (aided).

59. These are St. Stephen's College, Dehli, the American Presbyterian schools at Ludhiana and Ambala, the Kotgarh schools, the S. P. G. Female Normal school and branches at Dehli, and the Female Orphanage at Ludhiana. I have no remarks to make on these schools this year; I reported on all of them at length a year ago. I have examined them all thoroughly, and find nothing to call your special attention to.* It is perhaps necessary to record that one boy from St. Stephen's College, Dehli, and three from the Ludhiana school, passed the Matriculation Examination of the Calcutta University. Of the Ludhiana candidates one stood first in the whole Panjab.

Principal's school, Sanawar.

60. The Principal's school, Sanawar, is not in a very satisfactory condition. The master is slight, and without force; and the establishment of Colonel Young's school at Kasauli has diminished the attendance considerably.

Rewari Industrial school.

61. At your instigation I set on foot, on the 1st of January, an industrial school at Rewari on the grant-in-aid system. Two Chandris of Tattheras are employed to teach the making and ornamental graving of brass and copper pots, pans, pipe-stands, &c., and at first two Persian teachers were entertained to teach reading, writing, and arithmetic, but these were afterwards replaced by two Nagri masters. A little money has been advanced for material, to be repaid as, from time to time, the manufactured articles are sold. In this school I have enforced a rule that both sections of the school must be attended, so that no boy can learn braziery without also learning to read and write, nor get to read and write without, in addition, qualifying himself as a brazier.

Baptist Mission, Dehli.

62. The schools of the Baptist Mission at Delhi are very interesting, and, therefore, as your attention has not been directed to them in the last few annual reports, I now describe them somewhat at length.

Central school.

I visited the central school in the company of the Rev. Mr. Smith, the head of the Mission; he was good enough to assist me in the examination. I found 120 names on the rolls, with an average attendance of 100; Rs. 6-12 per mensem is collected in fees. The monthly cost of the school is Rs. 160-8-6; Government gives a grant-in-aid to the main and branch schools of this Mission of Rs. 1,000 per annum. The school is divided into an English and a Persian department; all the boys of the former reading also in the latter. There is also an elementary class of about 10 beginners in Nagri. Over 40 learn English.

English department.

In the English department, from the first class of four, two read English Fourth Book (Madras series) extremely well, one well, and the fourth badly. Two also wrote a moderately difficult English dictation very correctly, the other two failing. In Arithmetic all worked a rule-of-three sum quite right, and all but one answered pretty fairly in Grammar and the Geography of Asia. Three of this class are Eurasians. From a second class of eight all read and explained fairly, spelt remarkably well, and two wrote an English dictation well, and the rest indifferently. In the third class of ten two read and spelt very well, the rest were more or less beginners. The fourth class was not examined, having only just began English

* The Inspector has been requested to give an account of each individual school in future annual reports.—W. R. M. Holroyd, *Director P. I. P.*

Persian department.

In the Persian department the first class of nineteen read the first 12 pages of *Bostan* well, and explained them with intelligence; they were not more backward in the translation of short sentences and phrases of Urdu into Persian than the average boys of the first classes of middle schools in this circle. Half knew the map of India well, and the rest pretty well. An Urdu dictation was written correctly by two, and generally with but few mistakes; the penmanship of most of the boys being clean and legible. All showed that they had been taught up to the compound rules in Arithmetic; and were able, with a few exceptions, to answer questions in the first 22 pages of the *Waqi'at-i-Hind*. The second class wrote a couple of sentences of Urdu well, their hand-writing being as a rule clear and careful. Nearly three-quarters could read *Karima* creditably, and explain it fairly: these would be none the worse for a little extra *Urdu* reading. The lower half of this class read well (and evidently understood) *Dastūr-i-Sibyan* up to the 7th letter, and nine lessons of *Khaliq Bari*. The lower classes could all read and answer questions from the books prescribed by the Manager creditably.

Branches.

63. I was also able on another visit to have the branch schools collected in the capital school-room of the main school. There are ten schools mostly attended by Chamars; the system of teaching being that each master is ordered to impart instruction at all times to all comers. Average attendance therefore is not computable, nor is it likely that fees can be collected to any amount, though the Reverend Mr. Smith hopes that some small payments will be made during the next year. There is no doubt that all these branches are really doing something; in every one of the eight which came before me, I found at least half-a-dozen men or boys who could read either Hindui or Urdu pretty plainly, and twice as many who could spell out a verse or two of the Hindui or Hindustani translation of the New Testament.

A few also in each branch could write little sentences, such as *sach bat hai*, and many more could form the letters; the multiplication table too was generally known by heart, and readily repeated by the majority of pupils. Considering that the schools have only been started a couple of years, and that at present it is impossible for any master to get his boys to come for tuition at regular hours, I think that the Reverend the Manager may fairly congratulate himself on the results.

Mission school, Sabathu (female).

64. I examined the Female Mission school at Sabathu carefully in the autumn, and found the classes of that admirable little institution in most capital order. It is quite worth any traveller's while to obtain permission to visit this school should he find himself in Sabathu.

Female schools.

65. It will be seen by the tables in the appendices to your general report of the Panjab, that the number of female schools in the Ambala Circle, and the average attendance of the girls, have diminished. I cannot regret it, as every school I have seen has strengthened my conviction that, except in certain limited districts of the Panjab, Female Education is premature. I append my remarks on certain schools selected at random.

Bahadargarh.

66. "This school, whether from having been closed in the summer for six months, or for some other reason, has fallen off. No girl of the thirteen present could distinguish even letters, much less read words. Nothing seems to have been done except a little Geography; I very much regret having recommended the re-opening of this school."

Balamgarh.

67. "I have this day examined the girls taught by Badri Dat and his wife at Balamgarh; I fear the teaching girls, who are unable from the customs of their race to remain at school more than from six to eighteen months, is not very profitable, but I agree with Mr. Fitzpatrick and Major McMahon, the Deputy Commissioners, that the school shows diligence on the part of the master and mistress."

Kaithal—1st school, 2nd school, and 3rd school.

68. "The Qazion-ka-mohalla female Persian school exhibited 13 wretched little girls. Four could decipher (not read) words of three letters, two more knew the alphabet. Pandit Ram Chandra's school: of the nine little girls none could read at all; only 3 knew their letters. Bagrian school: only one knew her letters. Mr. Assistant Commissioner Purser accompanied me to inspect these schools, and agreed with me that it was impossible to conceive a worse state of things; the School Muharrir has continually represented these three schools to me as types of what female schools should and can be."

Bhewani (aided) town school.

69. "In the *town school*, which costs Rs. 8-5 per mensem, 10 girls were present; most had evidently never been there before; the best was brought up to me as able to read the alphabet: she could not; no books or slates appeared."

Suburb school.

"In the *suburb school*, which costs Rs. 12 per mensem, there were 5 girls, one entered yesterday, one the day before. I recommended the immediate closing of both these schools, and the division of the funds to the boys' (lower) school."

Hissar—Babu Ram and Hona Mal's school.

70. "This school costs Rs. 10 per mensem; I found 10 girls present. Of these, 4 could write easy Nagri dictation, one could do short division, two knew the multiplication table, two more knew half of it; one, though not fluent, could *read* a book unseen before, three more could *decipher* it. The rest were beginners. The master deserves a reward."

Khazanchi-ka school.

"The Khazanchi's school is nothing. No girl was produced who could tell *jim* from *kaf*."

Farukhnagar 4 Industrial schools.

71. "In Farukhnagar there are four industrial schools, in which lace-making is combined with reading, writing, and Arithmetic; the lace, of which I have sent specimens to you, is (I am told) very well executed. To the girls and mistresses of these schools I give no rewards unless the children have been well taught in both sections, the learning and the working. I am glad to say that I was able to distribute rewards in three schools of the four."

Ludhiana.

72. "In the city of Ludhiana I visited five schools. All but one were in a disgraceful condition. They have been closed, with the same exception, since my visit."

Nizam-ul-din (Mirza Ilahi Bakhsh's female school).

73. "In this school of the Mirza's (supported by Rs. 22 per mensem from the one per cent. cess), I found 22 girls present; two only could read a very little, and could not write at all. The rest could do nothing. The school, which has been gradually decaying, notwithstanding all the warnings of the Director and Inspector to the Mirza, the Muharrir and the Mistress, should be closed. The amount expended is too great to throw away."

Jail schools—New schools at Karnal and Gurgaon.

74. The number of Jail schools has been increased by two; since 1st January 1869, schools have been set afoot in the lock-ups of Karnal and Gurgaon.

Of Ambala—Dr Bateson (in charge).

The Ambala Jail school is, I think, I may say in perfect order. I think so well of the condition of this school, and am so thoroughly convinced of the extreme difficulty of keeping a Jail school in good order, that I trust you will specially direct me to express to Dr. Bateson, to whom the whole credit is due, your extreme satisfaction at the exceptionally good condition of the school of the Jail under his charge.

Of Dehli. Of Sirsa.

The Dehli Jail school is in a pretty fair condition, and that of Sirsa is reported by the Deputy Commissioner to be working well.

Of Hissar—Rohtak and Ludhiana.

I regret to say that the schools of the Hissar, Rohtak, and Ludhiana Jails have done absolutely nothing during the year.

Indigenous schools—Baptist Mission, Dehli. Boarding school.

75. Of the indigenous schools of the circle I have seen nothing, the inspection of the schools already discussed having left me no leisure. I found, however, in Dehli the germ of what will, I think, become a very useful lot of female schools. They have been started by the Baptist Mission at Dehli. I proceed to a short account of them. First there is a Boarding school of 10 girls. These, besides being clothed and fed, are taught to cook and sew, and do household work generally, and in addition to read Urdu, Hindi, in the natural and Romanized characters. Four girls could read easy sentences of Hindustani, both in the Persian and Roman character, from books not seen before, knew the multiplication table, and a little Geography of the Panjab; they were more backward in writing than I should have anticipated from seeing the rest of their work. The rest were beginners. The school, which is to serve the purpose of a Normal school when it has been in existence some time longer, seems to me likely to become very valuable.

Mori Darwaza.
Faiz Bazaar.

In the *Mori Darwaza* school I found 12 present out of 18 on the rolls. They could decipher, not read, Urdu First Book, part II, and could say the ten commandments by heart They sing also In the Faiz Bazaar school, 16 (all) girls were present. Two could *read* Urdu printed type and *decipher* lithographed type; they were somewhat less quick at Hindi. Four very little girls could read a Hindi Testament, and knew the multiplication table. The mistress, who is very clever and versatile, teaches them also to knit and work with the needle. They sing too. This is a capital little school, made up of a mixture of Christians, Musalmanis, and Chamars. It will improve faster after some time when the parents of the children become reconciled to what at present they cannot even understand.

The late Deputy Inspector, Lala Baldeo Sahai

76. I have very great pleasure in recording that during the year Lala Baldeo Sahai, my Deputy Inspector, has assisted me with the same willing energy that has so often been commended by former Inspectors. He was removed from the Deputy Inspector Generalship, and appointed Deputy Inspector of the Gurgaon District on an increase of pay, which he had well earned. I am sure he will be of very great service in rehabilitating education in the Gurgaon District, where it has received so severe a blow during the last year.

District Officers.
Special mention.

77. In conclusion, I beg to acknowledge the courtesy and assistance which I have always met with from the District Officers, and the attention which they have, one and all, bestowed upon all matters which I have had occasion to trouble them with. I append the names of those who, from leisure or proclivity, appear to me to have been especially zealous in all matters connected with education, viz., Major Parsons, and Messrs. Elliott, Oliver, D. McNabb, and Fitzpatrick. I have been very much gratified, too, by the supererogatory assistance to the Department of Instruction rendered by the Assistant Commissioners, especially by Messrs. O'Brien, Steele, Stogden, Purser, and Roberts.

78. I forward, under a separate cover, a list in the prescribed form, of native officials and others whose services are commended by the Deputy Commissioners or myself.

E. WILLMOT,

Inspector of Schools, Ambala Circle.

LAHORE CIRCLE.

Inspector—C. W. W. ALEXANDER, Esquire, B. A.

I have the honor to submit to you my annual report on the Schools of the Lahore Circle, for the year 1868-69.

Work of inspection.

2. At the beginning of the year, that is in June 1868, I left Lahore on a tour of inspection in the Kangra District, and visited nearly every school of that district, including those in the Kullu parganna, and the Aided school at Lahaul. On my return in October, I was obliged to take 3 months' leave of absence, from which I returned in January, the duty of inspecting the schools being performed in my absence by Mr. H. H. Millett, head master of the Hushyarpur zil' school. As soon as possible after my return I went into camp, and remained on tour during the remainder of the year. The vernacular schools examined during the year by me were those of the Kangra, Hushyarpur, and Jallandhar Districts, and by Mr. Millett those of Lahore, Firozpur, and Montgomery. These districts remained unvisited—Multan, Amritsar, and Gurdaspur.

Appointment of Assistant Inspector.

3. I have before pointed out how impossible it is for one officer to perform properly the inspecting duties of this large and populous circle. I have never been able to visit in a year more than 6 out of the 9 districts in this circle, and even those I could not inspect with that care and minuteness which are indispensable to secure the proper efficiency of the schools. District Officers have frequently made just complaints of the scant assistance they have received from the Department, and the interests of education have undoubtedly suffered from the same cause. This ground of complaint has now been removed by the appointment of an Assistant Inspector, and I trust to be able to report next year that every district has received a fair share of attention.

Mr. Millett's work.

4. Mr. Millett, who acted for me during my absence on leave, appears to have performed the more active part of his duties, viz., that of inspection, with zeal and industry; but he appears to have found greater difficulty with the office work, which I found in some confusion on my return. As Assistant Inspector, now, his duties will be confined to simple inspection, and reporting on what he sees, so that I have every hope that his work will be done efficiently.

Appointment of Inspectress.

5. Though not properly coming within the events of the year under report, I may here mention that, on a joint salary with the Assistant Inspector, Mrs. Millett has been appointed Inspectress of female schools in this circle. Mrs. Millett has commenced her duties with great energy and zeal, and has already furnished me with an interesting report on the female schools in the city of Lahore, which I shall notice in the proper place in this report before forwarding to you. Mrs. Millett is now engaged in inspecting the girls' schools in the Kangra District.

Deputy Inspector's work.

6. Maulvi Karim-ud-din, my Deputy Inspector, has continued to perform his duties with the earnestness and efficiency which have always characterised his work. He is a man of considerable learning and immense industry, yet modest and retiring; and as an officer who has grown old in the service of the Department, and contributed not a little to its progress, I venture to recommend him strongly for such encouragement and reward as it may be in your power to bestow on him.

Improvement of position of Deputy Inspectors and Native Masters.

7. In para. 5 of my last annual report I suggested that an effort should be made to improve the social position of the Deputy Inspectors,* so as to put them on a level with men occupying corresponding positions in other Provinces; and in your marginal note on my proposal you promised that the subject should receive your attention. I am not aware that any thing has yet been done in this matter, but I would now venture to suggest, that, when the subject is brought forward, the position of the better paid Native Masters be considered at the same time. Several of our higher paid Native Masters have pointed out to me the disadvantages under which they at present labor in having no recognized position, and that there are many

* The Honorable the Lieutenant Governor has consented to allow to officers of a certain rank in the Department, a seat in the Provincial Darbar.—W. R. M. HOLROYD, *Director P. I. P.*

other Departments in which their education and abilities would speedily secure them, not only higher salaries, but a more assured social status. As it is of the first importance for us to secure a high class of natives for the different appointments in the Department, it seems to me essential that every inducement should be held out to such men to enter it.

Educational Darbars.

8. Two Educational Darbars have been held during the year, but both were confined to the districts in which they were held. In the Hushyarpur District, Mr. Perkins, according to his annual custom, had a Darbar for all the schools of his district in October. These little gatherings are always successful, and have an excellent effect on the minds of the people at large, as well as on the teachers and pupils. Major Paske, too, in the Kangra District, held a Darbar at Palampur at the time of the annual fair, a description of which I shall quote from his report when treating of the progress of education in his district.

All the annual returns not received.

9. It has been my practice in former years to give a few general statistics, abstracted from the annual returns prepared in your office and sent on to me, showing the changes in the number of schools and students, and other points of interest in this circle. This year* it is impossible for me to do this, inasmuch as I have received from your office only those returns that relate to purely Government schools, and am consequently quite in ignorance of the statistics of the Aided schools in this circle, all the papers regarding which go direct to your office.

General statistics of Government schools.

10. The number of Government schools (among which I include branch schools as being entirely under Government control) in this circle has been diminished from 823 to 803, by the closing of 18 female and 7 village schools. Notwithstanding this, the number of names on the registers at the close of the year was 33,366, or 1,068 more than at the close of the previous year. The sickness, however, that prevailed at the beginning of the cold season, and still more the scarcity that subsequently oppressed the people, caused the number of pupils and the average attendance to decline considerably for several months; so that the average number of pupils on the rolls, and the average number in daily attendance, respectively, were 749 and 3,676 less than the corresponding numbers for the previous year. The fees collected in Government schools during the year under report were Rs. 91-2-6 less than in the previous year, a small sum when the circumstances of the year are taken into consideration.

Number of English students.

11. The most striking point in the statistics of Government schools is the great reduction of the number of boys learning English. The total number of English students at the end of the year 1867-68 was 3,008, and during the following 12 months it was reduced to 1,602, a diminution of 1,406. This has been caused by a change that has been introduced in the course of study of zil' schools, by which it is prescribed that no boy shall be allowed to commence the study of English until he has made a certain degree of progress in his own language and in Persian. This change, which has occasioned what may at first sight appear to be a check to the progress of English education, has really a tendency to produce the opposite results. For it has been found in practice that little boys, beginning two or three languages besides other branches of study simultaneously make progress slowly and with difficulty; while those who first acquire some knowledge of Urdu and Persian learn English with far greater rapidity and accuracy.

Zil' school returns.

12. The statements of the zil' schools have been prepared this year in much the same manner as they were last year, the returns for the Lahore and Amritsar schools being separated from those of the others, though entered on the same sheet. Considerable changes have, however, been made in the organization of zil' schools during the year, which do not appear in the returns, but which I will here describe.

Changes in organization of zil' schools.

13. Formerly each zil' school was ranked as a whole as belonging either to the higher or middle class. The higher class schools included boys at every stage of progress, from those who were prepared to pass the Entrance Examination to those who were still learning the alphabet; while the middle class schools taught up to a lower standard only. The zil' school curriculum is now divided into three divisions, and each zil' school is divided into three or two corresponding sections, accord-

* The Head Clerk reports that Mr. Alexander informed him that he did not require the statements of Aided schools. However this may be, as the statements of Government schools prepared in my office were sent to the Inspector in April, and his report was not submitted till July, there was ample time to apply to me for the statistics required.—W. R. M. HOLROYD, *Director P. I. P.*

ing to the strength of the staff of teachers. In the lower school Urdu and Persian, with a little elementary Arithmetic and Geography only, are taught. It is divided into three classes, and no boy is allowed to enter the middle school until he has completed the subjects appointed for the lower one. In the middle school are 4 classes, and boys entering it, having already acquired a fair knowledge of their own language, are allowed to commence English, to which they give half their time. English is taught in this school only as a language, and instruction in all other branches of study is given only through the medium of the vernacular. At the termination of the middle school course the boys are examined, and those only who pass the examination are admitted to the upper school, in which they spend three years before being sent up to the University Entrance Examination. This system of classification enables us to show at once the number of boys who have really made considerable advance, and to separate them from the mass of boys who are in fact mere beginners. We may thus avoid the reproach cast on us by Mr. Monteath, that our returns were illusive, as showing a very large number of boys in our higher class schools, while the great majority of them were mere beginners.

14. Another great change has been effected in the zil' schools of this circle during the year, which has been the placing of all the branches on the footing of Aided schools. The expressed wish of Government being to make the people of the country pay as far as possible for the education of their children, and all applications for an increase to the zil' school staff having been rejected, I endeavoured, as far as I could, to induce the Municipalities to contribute to the support of the branch schools, and thus to release funds which might be applied to the improvement of the staff of the main schools. In this I have been successful almost beyond my expectation, and I wish to record my thanks to the District Officers and Municipal Committees who have aided the plan so liberally. Government grants-in-aid, equivalent to the local contributions, having been obtained, I was able to place, not only all the existing branch schools on the grant-in-aid footing, but in almost every case to provide for all or some of the classes of the lower schools in the same manner; and I hope within the next month or two to be able to extend the system, so that all the lower schools in every town shall be supported entirely on the grant-in-aid principle. The Government zil' schools will then consist of the upper and middle schools only, and will contain no boys receiving merely elementary instruction.

Effect of these changes on the returns.

15. These changes, or rather the one described in the last para., have had a serious effect in reducing the number of boys entered in the returns as attending zil' schools. At Firozpur and Nurpur for instance, the whole of the lower schools, containing some 130 and 50 boys, respectively, have been transferred to the class of Aided schools; and similarly, at all the other places except Amritsar and Lahore, one or more of the lower classes have been placed on the grant-in-aid footing. In this manner the whole number of boys entered on the books has fallen during the year from 1,165 to 853, and the average attendance from 908 to 746. Fees have in like manner fallen from Rs. 4,020 to 3,600; but this diminution is small in proportion with the decrease in the number of pupils, and shows that the fees have been more carefully levied, and more readily paid. It must be borne in mind that, though the number of zil' school students has decreased, no real diminution has taken place in the number of boys under instruction, as the apparent falling off is due to the transfer of the returns of the lower classes to another table.

General progress.

16. The progress of the zil' schools has been satisfactory. Those at Lahore and Amritsar only sent up candidates for the Entrance Examination of the Calcutta University, the results of which are shown in the annexed table :—

Name of School.	Number who passed in 1st division.	2nd division.	3rd division.	Number who failed.
Lahore	...	1	3	5
Amritsar	...	..	2	5

The Hushyarpur school, during the greater part of the year, had a first class of four boys, whom I hoped we might be able to keep until the time of the examination; but they all obtained employment, and left school before the examination commenced. Had they remained, I think two at any rate would have had every chance of success. The middle school examina-

tion, which was held for the first time this year, afforded an additional test, and its results were on the whole favorable to the schools; 64 candidates were sent up to it, of whom 18 passed in all subjects, 18 failed in some subjects, but were considered to have passed on the whole, and 28 failed altogether. The following table will show how many passed or failed from each school:—

Name of School.	No. of candidates.	No. passed in all subjects.	No. passed.	No. failed.
Lahore	10	7	...	3
Amritsar	12	4	6	2
Multan	10	1	1	8
Hushyarpur	7	...	1	6
Batala	3	1	2	...
Nurpur	7	3	3	1
Firozpur	9	...	1	8
Rahun	6	2	4	...
Total	64	18	18	28

The Departmental Examination of all zil' and aided schools that used formerly to be held annually has now been discontinued, the middle class examination having been instituted in its stead. A detailed oral and written examination of each school was held by me at the close of the year, and its results, which I shall write of at length hereafter, were in most cases satisfactory, and in some highly so.

No. of boys in higher classes, increased.

17. One of the best proofs of the satisfactory progress of the zil' schools is found in the increased number of boys in the higher classes. To show this I must take the returns for the main and branch schools together, as I have already explained that in some of the zil' schools proper there are now no elementary classes at all. In the zil' and branch schools together there were at the beginning of the year under report 2,854 boys, and at its close the number had increased to 2,967. Of the former number 2·6 per cent. were in the upper, 9·9 per cent. in the middle, and 87·5 per cent. in the lower school. At the end of the year the percentage of boys in the upper school was the same, viz., 2·6; but in the middle school the percentage had increased to 15·6, while in the lower school it was only 81·8. Similarly, the proportion of boys in the lowest class of all was at the beginning of the year 72·5 per cent. of the whole, and at the end of the year, notwithstanding the large increase of numbers, it had fallen to 62·3 per cent.

Athletic sports.

18. Athletic sports have been cultivated in all the zil' schools, as far as the means at our disposal have gone. Cricket has been played, but the want of proper gear has prevented its being practised as much as I could wish, while my absence on leave and busy occupation after my return made the assembling of the different elevens for friendly contests impossible. The gymnasium at Amritsar has been regularly used by the boys; it attracted the special admiration of the Amīr of Cabul when he visited the school, and he directed one of his ministers to take a plan of it with a view to erecting similar ones for the use of his troops. I have been unable from want of funds to put up gymnasia at the other zil' schools, with the exception of Firozpur; and I would suggest that a grant of about Rs. 150 for each zil' school be obtained from the general savings of the Department for this purpose. The example set in the zil' schools has been taken up in the vernacular schools in almost every district, and you can now scarcely pass a village where there is a Government school without seeing little boys practising running and leaping, or playing an imitation of cricket with roughly made bats and balls. In one country town, Kartarpur, in the Jallandhar District, the boys, who had been supplied with English bats and balls by the Guru of that place, attained such a degree of skill in cricket that they defeated the boys of the Hushyarpur zil' school in a closely contested match.

School buildings.

19. The Nurpur zil' school-house has been finished during the year, but not in a manner altogether satisfactory. Great difficulty was experienced in procuring proper beams of deodar timber for the roof, and for this reason the completion of the building was postponed till after the rains in the hope that the beams might then be procurable on the Ravi. The cost of deodar timber was however found to be greater than the funds available could afford, and consequently beams of chīl wood were put up, which, not having been properly seasoned, give every prospect of soon coming down.

The Hushyarpur school-house, which I reported last year as being in an unsafe condition, we have since been obliged to abandon altogether. Mr. Perkins, the Deputy Commissioner, kindly lent for the use of the zil' school, a building close by it, which was used formerly as a patwaris' school, and in this the school work has been carried on for the last year. The building however is not well adapted for the purpose, and scarcely affords accommodation sufficient for the boys attending the school. A plan and estimate for a new school-house were prepared and forwarded to you, and provision was made in the Municipal budget for one-third the cost of the new building, but Government having declined to make any grant this year for the purpose from the Imperial budget, it will be impossible to build a new school-house, which is very much to be regretted. All the other zil' school buildings are in good order.

Amritsar zil' school.

20. With the progress made by the Amritsar zil' school I have every reason to be entirely satisfied. Mr. Lindsay, the very able head master, has furnished me with a report on the school, which I will quote almost in extenso, and which leaves very little for me to say beyond that I entirely agree with his remarks. I may add, however, that when I examined the school minutely in March, I was exceedingly well pleased with the progress of all the classes, and especially with that of the lower classes, which showed that great care had been expended on their tuition. I here quote from Mr. Lindsay's report—

The official year opened with 184 boys on the rolls, and closed with 189. The amount collected as entrance donations during this year was Rs. 96, and as fees Rs. 895-15-0, giving a total of Rs. 991-15-0.

During the previous year, 1867-68, the school suffered greatly from the pestilence, and in the year 1868-69 the famine operated no less grievously in checking the increase of numbers. The largest addition to the numbers was made in February, and it is hoped that with better harvests the roll of the school will improve.

The work of the school has proceeded regularly and satisfactorily on the whole; and the vernacular teachers especially have brought on their classes with unusual diligence and success. For this result Maulvi Fazl Din, the 1st munshi, merits much commendation, as he had the supervision of those subjects of vernacular study which the head master could not so perfectly undertake; but the several teachers themselves deserve the greatest credit for their success. The English teachers also have attended to their work with their usual zeal, and the results of the examination will, it is believed, show that the progress of the classes in English has been satisfactory, if not commendable. The 4th class in particular passed 10 out of 12 boys in the middle school examination held last January. The greatest shortcoming appears in the 3rd class, of which the boys answered very badly in History and Geography, for which Mr. Carbery is principally to blame, the more so as the deficiencies of the class were pointed out in December (if not before), and most of the boys continued to read with him, in the second class, till the Inspector's examination was held. It is hoped that this state of things will improve, as measures have been taken with that view. In the 1st class too the boys were singularly unsuccessful at the Entrance Examination, which only 2 out of 7 candidates passed. The head master takes blame to himself now for having allowed 3 of the candidates to go up, which he only permitted on the grounds that they seemed bent on leaving school, and that their success at the preliminary examination in July did not altogether foreclose all hope of success after 4 months' additional study. Of the other four, one went up from the Lahore school, but failed, in 1867, and another took the 2nd place in his class in the Departmental Examination, proving him to be better than one of those who passed. It is however thought that Departmental Examination held in July is not of much service in enabling masters to judge of the capabilities of their pupils; and as it tends to excite unpopularity towards a head master, who exercises an independent judgment in the matter of letting candidates go up for examination, it may be deserving of consideration whether it would not be judicious to hold a 2nd examination of candidates for the Entrance Examination, allowing only those to go up for the 2nd examination who passed in the 1st. The labor of the 2nd examination would be trifling, as probably not above 30 or 40 boys (if so many) would be admitted to it from the entire Panjab. By holding the 1st examination in the 1st week of July, and the 2nd in the 1st week of October, the results might be communicated to head masters by the end of October, and in sufficient time for the requirements of the Registrar of the Calcutta University. In this way (as in the new middle school examination) head masters would be relieved of the responsibility and unpopularity of exercising their own judgments in this delicate matter; and the frequent invidious reports of boys of 3rd, and even of 4th classes passing the Entrance Examination from some schools, while 1st class boys of other schools, who did well in the Departmental preliminary examination, failed, would be prevented.* It would also be well if the Registrar of the Calcutta University were supplied by the Director of Public Instruction alone (and not by head masters as at present) with a list of approved candidates from each school. It may be added, with reference to the 1st class, that it has for the last two years consisted mainly of boys of very average abilities, without steady industry to compensate for want of talent. The new class contains some very promising pupils, though unfortunately the best boy is in a bad state of health.

"Of the subordinate masters little need be said, as their conduct has on the whole given satisfaction. Babu Jodhunath, during the few months he has been here, has avoided the errors of his former connexion with the school; and Mr. DeRozario is a promising young man, who, with more experience, will probably be a valuable master. He deserves very great praise for his training of the "eleven" of the school, and for the interest he has kept up among the boys in athletic sports. Beyond the instruction of his classes, Mr. Staines' connexion with the school was not satisfactory, as he was the most unpopular master, both among his colleagues and pupils, who ever joined the school during my incumbency, and some of his proceedings met with my strongest disapprobation. Mokand Lall has been very useful in supervising the English translation of several classes, which he has conducted with praiseworthy diligence. Dhani Ram, Ram Saran, and Wallee Ahmad, have also been industrious and regular in their work; their classes having passed very good examination. The removal of the first from the school staff would be a subject of regret, were he not employed as acting superintendent of branch schools. In this capacity he has done good service, especially in inducing boys to join the main school. Mr. DeRozario has also got his classes on very nicely in penmanship; some of the boys write very creditably.

"In conclusion, I have to acknowledge the good services of Mr. Carbery, as custodian of the library, and of Munshi Pir Bakhsh, the muharrir, whose duties have been somewhat troublesome, during a period of considerable change, in the preparation of accounts, &c. The returns having almost invariably been accepted as correct, it may be presumed that their work could scarcely be better done."

* The new system by which a student is required to study for three years in the upper school, before going up for the Entrance Examination of the Calcutta University, will remedy the evil complained of. Amongst such students there will, I anticipate, be very few failures.—W. R. M. Holroyd, *Director P. I. P.*

Changes in the school staff.

21. Several changes have taken place in the staff of teachers during the year. Mr. Carbery, the 2nd master, was absent on two occasions for a short time, having been appointed to officiate as head master at Gujranwala and Multan. Mr. Mukarji, the 3rd master, was transferred as 2nd master to Hushyarpur on the 1st August, and his place was taken for 2½ months by Mr. H. H. Staines, who was succeeded temporarily by Mr. DeRozario, and afterwards permanently by Babu Jodhunath Chakarbatti. The 5th master, Dhani Ram, was replaced by Mr. W. DeRozario in January; and other minor changes took place at different times which do not require to be here specified. One appointment, however, may be mentioned, viz., that of Munshi Pīr Bakhsh to be muharrir. Formerly there was no muharrir employed, and the office work, which in so large an institution is very heavy, fell on the vernacular teachers whose time was already fully occupied. The appointment of the muharrir then not merely gave great relief to the teaching staff, but caused both the school and office work to be more carefully and regularly performed.

Appointment of Arabic teachers.

22. One other new appointment I must also refer to although not properly belonging to the zil' school establishment. It is that of an Arabic teacher, who receives a salary of Rs. 20 a month, from local funds, supplemented by a Government grant. The post was given, at the desire of the principal men of the city, to Maulvi Abdul 'Ali, in October last, and he gives instruction to 52 of the boys of the zil school, besides several of the branch school boys. This appointment has been too recent for much progress to have been made, but I have not been altogether satisfied with his work, as he began to teach without method on the old indigenous system. I have, however, carefully arranged his pupils into classes, and prescribed a fixed course of study for them, so that I hope to find better progress when I next visit the school. The Amritsar boys, who are chiefly Hindus, do not as a rule take at all kindly to Arabic, which they regard as the language of the Muhammadans, and I have consequently arranged for the appointment of a Sanskrit teacher, so that all may have the opportunity of learning one of the classical languages according to their tastes.

Mr. Lindsay's services.

23. Of the work of the masters, Mr. Lindsay has reported at length, and in his remarks I quite agree. Mr. Lindsay's own work I must speak of with high commendation, and I cannot but regret that he is about to be removed from the school although it is to a higher appointment.

Multan zil' school—improvement of numbers.

24. At the beginning of the year the Multan school contained 122 boys, of whom about 50 belonged to the lowest or 10th class. At the close of the year there were 117 boys, all of whom had advanced beyond the lowest class. This shows, besides progress in studies, an actual increase of numbers, as the lowest class of 17 boys was converted into an Aided school in January last. Moreover, some 6 or 8 boys, who had been sent over on stipends from Dehra Ghazi Khan, were ordered back to that school in the last month of the year, and thus caused an unusual and sudden reduction in the number of pupils. In point of numbers then the school may be said to have materially improved during the year.

Progress not good in other respects.

25. Equal progress has not, however, been made in other respects, and I am by no means satisfied with the general condition of the school. All the classes of the upper and middle school are complete, and the lower school contains two classes only, the third, as I before mentioned, having been transferred into an Aided school. But though the classes have all been filled up, and the boys rapidly advanced, their progress has been anything but sound, and their advancement little more than nominal. In English all the classes have been very fairly taught, except that the translation in the lower classes has not been taught with sufficient regard to the idiom. But in the vernacular subjects of study there was, at the time of my examination, hardly a single class that approached the standard prescribed for it. For example, the boys of the 3rd class of the middle school were reading subjects which they should have completed in the lower school, and similarly in other classes. Mr. Staines, the head master, attributes this fault to the idleness and inattention of the vernacular teachers, but I cannot exonerate him from all blame. It was his duty to satisfy himself that the boys had completed the studies of one class before they were promoted to another, and he should have reported earlier the inefficiency of the Oriental teachers.

Work of the teachers.

26. Mr. Staines gives the following report of the work of his subordinates. It is undoubtedly true, as he says, that the school has suffered from the frequent changes in the establishment, but these, however much to be regretted, have been quite unavoidable.

"In the English staff, consisting of four masters, there have been six changes, and the second mastership was vacant more than two months. Wajid 'Ali, 3rd master, who was always anxious to leave the Educational Department, has at last obtained an appointment in the Deputy Commissioner's office. As he takes no interest in teaching, I would not recommend his being taken back into this school, should he at any time wish to return.

"In the Oriental staff, which for a part of the year consisted of only three teachers, but was afterwards increased to four, there have been no less than 8 changes. Fakhur-ud din, I am sorry to say, has been a great source of annoyance here, owing to his intriguing habits and disagreeable manners. He is very idle and careless, and requires constant watching. During the five months he has acted as second munshi, no progress has been made in his classes. His immediate removal, I need hardly add, would be a benefit to the school.

"Babu Jodhunath, who was transferred to Amritsar from the second mastership of this school, and Maulvi Shahsawar-ud-din, 1st munshi, who joined in October 1868, I am happy to recommend as zealous and able teachers. Shahsawar-ud-din has just obtained two months' leave on account of sickness, and, I fear, will not be able to return to his duties here, as the climate does not suit him. Babu Harri Singh, 4th master, left us in October 1868, having worked well to the last. He is now on probation as English Sarishtehdar to the Commissioner of Multan, on Rs. 130 per mensem."

I may note here that Fakhur-ud-din, having again been unfavorably reported by the head master, has been dismissed. Wajid 'Ali has expressed a wish to return to the Department, but I have not made up my mind whether to re-appoint him or not. Mr. Staines has done that part of his work which consists of actual tuition, and the maintenance of strict discipline and order in the school, exceedingly well. It is to be regretted that the other equally important part, the supervision of the work of his subordinates, has not been equally well performed; but I trust that he will not again overlook it.

Athletic sports.

27. Cricket and such other athletic sports as could be carried on without the aid of special apparatus have been regularly and actively practised by the boys, under the supervision and guidance of Mr. J. D. Staines, the head master; but, as I mentioned before, no opportunity has occurred for them to display their prowess in a match. I am in hopes of being able to erect some gymnastic apparatus near the school-house during the year.

Hushyarpur zil' school.

28. The Hushyarpur zil' school is one of those that has suffered a large apparent diminution of numbers from the separation of the entire lower school, containing 46 boys, in October last. It now consists, therefore, of only the upper and middle school, of which all the classes are complete, and contains 85 boys. This shows a decided improvement since the beginning of the year, when the same classes contained only 55 pupils. In the returns furnished to me from your office there is evidently a mistake* in the amount of fees collected in this school during the year, which is put down at Rs. 28 only, whereas, according to the returns in my office, the fees amounted in the year to Rs. 362-4-6. This sum, which I believe to be the correct one, approaches within a very few rupees of the amount collected in 1867-68 before the separation of the lower school, and shows how well the education given in the school is appreciated by the people.

Progress of the classes.

29. The progress of the classes during the year has been steady and encouraging, as is shown in some measure by the fact mentioned in the preceding para., that the upper and middle school classes contained at the end of the year 30 boys more than at the beginning. The teaching of the classes too has been sound and careful, and at my examination I had few faults, beyond some of minor detail, to point out. I was especially pleased with the translation from English to Urdu of some of the classes of the middle school that had been under the tuition of Radha Kishn, the 3rd master. The subjects in which the boys were most deficient were English dictation and Arithmetic, but I left special instructions regarding these subjects that I hope will remove the defects. I have mentioned already that none of the boys who formed the 1st class at the beginning of the year remained long enough at school to be able to go up for the Entrance Examination of the Calcutta University. They all left for employment, but a new 1st class has been formed, containing 4 boys, of whose success at the next Matriculation Examination I have every hope, unless they also be tempted away by the prospect of obtaining good pay in Government service.

Changes in staff, and services of masters.

30. There have occurred several important changes in the staff of teachers during the year. Mr. H H. Millett remained as head master up to the beginning of October, when he was appointed to officiate for me during my absence on leave. He returned to the school in January, and continued to have charge of it until the end of the year, though he was appointed Assistant Inspector from the 1st March. The work he did was well done, and he maintained a careful supervision over his subordinates, though I do not think that he himself took a sufficient portion of the work of tuition. Dalpat Rai, who was second master at the beginning of the year, and had a high character for steadiness and industry, has left the school on leave, and is not likely to return, as he is now making large profits as a pleader in the Chief and District Courts. He was succeeded by Mr. Mukarji, from Amritsar, who held charge of the school during Mr. Millett's absence, and has always proved himself a careful, industrious, and successful teacher. Radha Kishn, the 3rd master, part of whose work I commended in the preceding para., has

* The amount was taken from the return furnished by the head master. The error has now been corrected.—W. R. M. HOLROYD, *Director P. I. P.*

proved a most efficient teacher, and deserves high praise. Nihal Chand, the 4th master, and the Oriental teachers, have also worked well.

Batala zil' school.

31. The Batala zil' school shows a decrease in the number of its pupils of 21. As in the schools mentioned above, this diminution is apparant only, the classes of which the school now consists having actually increased in the number of their pupils. The decrease has been caused by the conversion of the lowest class of 26 boys into an Aided school, so that the school now consists of the 4 classes of the middle and the two upper classes of the lower school. The middle school contained at the end of the year, 13 more boys than it did at the commencement. At the beginning of the year, before the new classification of the schools came fairly into operation, there were 11 boys in the 2nd and 3rd classes of the upper school, but as the staff of teachers was not sufficient to teach so many classes, these boys were in July transferred to the Amritsar and Lahore schools. The returns still show 14 boys in the lowest class, but these are purely Hindi students whom I am in hopes of being able to transfer before long to the branch school establishment.

Progress of the classes.

32. The instruction given in the school has been on the whole good. All the boys who went up to the middle school examination passed successfully, one of them in every subject. The other classes I examined in detail, and was on the whole satisfied, though in the lower classes of the middle school, and in both the classes of the lower school, the boys are behind the mark in some subjects.

Mention of the masters.

33. The only change of note in the school establishment has been the transfer of Babu Jaigopal Singh, the late head master, to the Rawal Pindi Normal School, and the appointment of Mr. J. Basten, of the Lahore Mission College, in his stead. Babu Jaigopal Singh, during the time he was at the head of the school, displayed much tact and judgment in conciliating all parties in the town, and performed all his duties in a highly commendable manner. Mr. Basten has been but a short time in charge of the school, but seems careful and hard-working, and will doubtless prove an efficient head master. The other teachers, English and Oriental, have done fairly, but deserve no special mention.

Nurpur zil' school.

34. The separation of the 3 lowest classes forming the entire lower school has reduced the number of boys in the Nurpur zil' school from 84 to 30. The terrible scourge of fever that passed over the lower part of the Kangra District at the beginning of the cold weather had a most depressing effect upon the school. The town suffered severely, several hundreds of its inhabitants, including a number of the school boys, and one or two teachers, having died of the fever.

Progress of the classes.

35. This severe sickness followed by the dread of famine paralysed all attempts at progress for several months, and I cannot report so favorably of the school as in former years. However that something has been done is shown by the fact, that 5 out of 7 of the boys who went up to the middle school examination passed, 3 of them having passed in all subjects. For so small a school it sent up a large proportion of candidates, and the percentage of the candidates who passed was as high as in any other school in the Province. Again, the number of boys in the middle school has increased during the year from 17 to 30, though the highest class alone lost some 6 or 7 boys from deaths and withdrawals. The whole number of boys actually promoted from the lower to the middle school during the year amounted to upwards of 20. The highest class competed with the 1st class of the Mission School at Kangra for some valuable prizes given by the Deputy Commissioner, Major E. Paske, and, though the comparison between the two was rather difficult, the latter consisting of boys preparing for the Entrance Examination, and the former being merely the 4th class of a zil' school, the results of the examination were not unfavorable to the Government School. The examiner was the Reverend J. Hocking, Chaplain of Dharmsala, who awarded the first prize to a pupil of the Mission School, and the second to Lachman Das, of the Government School. At my own examination of the school I was on the whole satisfied. The principal defect was the backwardness of some of the classes in Urdu and Persian subjects—a backwardness which is noticeable in several of the schools, and arises partly from the recent introduction of the new scheme of studies, which prescribes higher Oriental subjects for the different classes than was formerly taught in them. Some of the boys, however, answered well in Persian, and I was particularly pleased with the translation of some of the highest class.

Mention of the masters, &c.

36. Two important changes have taken place during the year in the school staff. The head master, Pandit Jai Narain, was appointed governor to the Nawab of Bahawalpur in November, and Thakur Das, B. A., of the Lahore Mission College, was transferred from Rupar to this place. The head Oriental

teacher, Ghulam Mohi-ud-din, was also transferred from this place, and succeeded by Muhammad Sarwar, teacher of the Hushyarpur Normal School. The latter remained but a short time, having been promoted to a chief muharrirship, and he was succeeded by Maulvi 'Ata-ud-din, an excellent Persian scholar, formerly of your office. With the work of the present head master, Thakur Das, during the short time he has been in the school, I am satisfied. He teaches well, and takes considerable pains to supervise the work of all the classes, and to encourage the boys to read and understand the books and papers that are supplied to the school. He has also founded a Debating Club, which has been joined by all the teachers and some of the principal residents of the town, and in which the subjects discussed are those bearing on educational and social topics. The other teachers have done their school work fairly, but an unpleasant feeling has been growing up among them for some time which may oblige me to remove some or all of them elsewhere.

Firozpur zil' school.

37. Notwithstanding serious disputes among the teachers which brought no little discredit on the school, the Firozpur zil' school has made substantial progress during the year. It is the school which of all in this circle has suffered the greatest apparent loss from the separation of the entire lower school including the Hindi classes.* This separation has reduced the number of boys from 232 to 93.

Progress of classes.

38. At the beginning of the year there were 5 boys in the 3rd class of the upper school, but these were all transferred on scholarships to Lahore and Amritsar, so that there remain in the zil' school only the 4 middle school classes. The number of boys in these 4 classes has nearly trebled during the year, having increased from 33 to 93, and this is a good sign of satisfactory progress. The classes have not all, however, been well taught in every subject, and though progress has decidedly been made, it has not been altogether as sound as I could wish. At the middle school examination one boy only passed, though the class consisted of 6 boys who had been for about a year in it, and of 8 others who had been recently promoted.

Mention of masters.

39. The school staff remained the same as in last year until October, when several serious charges were brought against the head master by two of his subordinates, Ganda Singh, the 3rd English master, and Jallal-ud-din, the head Oriental teacher. These charges were investigated by the Deputy Commissioner and myself, and it became apparent that though they were prompted by malice and personal ill will, and that no wilful corruption or intent to defraud could be proved against the head master, he had undoubtedly been exceedingly bad and careless in keeping the school registers and accounts. After the virtual settlement of the case the charges and complaints against the head master were reiterated by Ganda Singh, who has long borne a character for low intrigue, with a malicious pertinacity, that rendered his dismissal necessary. Jallal-ud-din, whose fault was less, was transferred to the Lahore Normal School, and In'ayat-ulla sent to Firozpur in his place. With the exception of the want of firmness and business habits alluded to above, I have no fault to find with Wahab-ud-din, the head master; but these defects of character are such as to lessen materially his usefulness as the head of a large school; and I would recommend his transfer as assistant to some other place until he acquires more experience and tact.* With the second master, Ram Chand, also I am not satisfied; he shows no interest in his work, which is carelessly performed, and I shall probably have to recommend his removal. The other teachers have worked fairly.

40. The Rahun zil' school is one which since the appointment of its present teachers has given me unqualified satisfaction. The number of boys in the zil' school has decreased during the year from 195 to 100, in consequence of the separation of the two lowest classes of the lower school. The zil' school, therefore, now consists of the 4 classes of the middle school, and the highest class of the lower school. At the beginning of the year these classes contained only 56 boys, so that the present zil' school has increased by 44 boys during the year.

Progress of classes.

41. The addition of 44 boys to the present zil' school shows that a very fair proportion has been advanced to the high classes, and this advancement, I am happy to say, has been in every respect real. In a careful oral and written examination held by myself the boys answered excellently in all subjects, and showed that they had received very careful instruction. At the middle school examination all 6 of the candidates from this school were successful, and they have since been transferred to Hushyarpur and Amritsar.

Mention of masters.

42. No changes of importance have taken place in the school staff during the year. The former teachers have continued to discharge their duties with zeal and ability, and I must especially commend Partab Singh, the head master, and Munshi 'Alam Shah, the head Oriental teacher, to your favorable notice.

* The head master will be removed from Firozpur.—W. R. M. HOLROYD, *Director P. I. P.*

Branch schools.

43. Next to the zil' schools with which they are so intimately connected, I must report on the branch schools. As mentioned before, these schools have all been converted during the year from Government to Aided schools, and they are in consequence entered in the returns for grant-in-aid institutions, although their management still remains in my hands. Having obtained increased grants from local funds besides the Government grant, I have been able very largely to increase and improve the establishments of the branch schools, besides including in them some or all of the classes of the lower section of the zil' school to which they were attached; and out of savings from the cost of the establishment that accrued during the year, I have been able to supply all the branch schools with proper furniture and apparatus. The usefulness and popularity of these schools have thus been largely enhanced, while the funds released by this measure have been made available for rendering more efficient the zil' school establishments. I give below a list of the sources from which the funds for the support of the branch schools are derived,

Name of Place.	Monthly grant from municipal funds.			Average monthly collection of fees.			Maximum Government grant sanctioned monthly.		
Amritsar	191	0	0	72	0	0	265	0	0
Multan	50	0	0	4	8	0	50	0	0
Hushyarpur	50	0	0	13	0	0	60	0	0
Batala	30	0	0	12	8	0	30	0	0
Nurpur	60	0	0	4	8	0	64	0	0
Firozpur	110	0	0	16	8	0	115	0	0
Rahun	26	0	0	11	8	0	36	0	0
Total	517	0	0	134	8	0	620	0	0

Statistics.

44. The new arrangement, having converted the lower classes of zil' schools into branch schools, has caused a considerable increase in the numbers. Omitting the Lahore branch schools, of which I have no returns this year, the number of pupils has increased from 1,769 to 2,256, and the average attendance from 1,485 to 1,839. The amount collected in fees has increased from Rs. 1,420-13 to Rs 1,605-3-6. The number of English students has decreased from 1,008 to 81, all of whom are in the Amritsar schools. The reason of this has already been explained to be that no English is now taught in the lower school, and none of the branches except at Amritsar contain any of the middle school classes The number of Hindi scholars has varied very slightly, while that of the Urdu and Persian students has increased in a large proportion, showing that the study of the latter languages is growing daily more popular.

Amritsar branch schools.

45. The Amritsar branch schools remain the same in number as at the end of last year, none of the classes of the main school having been separated from it. The number of pupils has increased very slightly, viz, from 900 to 907, but the number of Urdu and Persian students has increased very largely, viz., from 386 and 34, respectively, to 438 and 165. Mr. Lindsay in his report gives a complete statement of the condition of those schools, to which I can add but little. As regards his remarks on the apathy of the *Pandahs*, I must note that the large increase to the number of Urdu and Persian students does not seem to indicate any unusual remissness on their part. Mr. Lindsay's recommendation, that the salary of the *Pandahs* should be slightly raised, shall be considered when I prepare my suggestions for re-arranging the establishments for the year; and I will also endeavour to arrange for the alterations required in the school buildings. Mr. Lindsay reports as follows :—

"The six branch schools are in a satisfactory state both as to numbers and tuition. After supplying 53 new boys (some of whom, however, afterwards went away) to the main school, the numbers show an increase of 7 in the whole year, being 907 on the 1st April 1869. The fees have increased from Rs. 855-7-0 in 1867-68 to Rs 862-1-0 in 1868-69 The largest increase, as may have been expected, appears in the central branch schools of the Allawallah and Sabz Mandi; but the Bans Katra school has fallen off by 37 boys, and Rs. 16-10-0 in fees. It has, however, sent 7 boys to the main school, which is a higher ratio than that of any other school to its closing number. The schools have been put on the grant-in-aid footing from the 1st April, but the present organization was not completed till October last, when the salaries and the numbers of the teachers were considerably increased. This seems to have had the effect of improving the English and Urdu teaching (especially the latter), but it is feared that the *Pandahs* have been discouraged at not having received corresponding promotion. They certainly have not shown any increase of zeal in inducing their boys to study English and Urdu. As there is just now some difficulty in getting good *Pandahs* with large schools to enter Government employ (the cause of this difficulty being probably the rivalry of the Mission schools) it would seem judicious to add a couple of rupees at least to their salaries all round, and

promise a further increase to those who exhibit marked zeal in encouraging their boys to enter the Anglo-Urdu classes. Perhaps an annual khill'at would incite them to greater exertion, and be the most popular form of reward to the most deserving *Pandahs*.

"The want of a school-house for the Alluwallah central branch school is greatly felt The present school is rented for Rs. 10 per month, but it does not look a very safe place for so many boys (243) to assemble in, although no better can be found. It has recently been repaired, but even this is not altogether so re-assuring as the erection of a proper building by Government Engineers This matter is strongly urged for early and grave consideration, as the consequences of any disaster resulting from the insecurity of the school-house must be exceedingly serious. The floor of the Sufaid Katra school ought also to be re laid with the pakka cement to protect the mats, &c

"The thorough re organization of the staff of these schools in October obviates the necessity of recording any subsequent changes of importance in them The superintendent, Harri Singh, (formerly the best branch school teacher we had) went on leave from 1st January, and has been succeeded by Dhani Ram (5th master of the zil' school), who has shown much zeal and tact in managing the schools. The resignation of Harbhagwan and Wallee Bakhsh, of the Sufaid Katra, appear to be the most important changes next to the general re organization alluded to.

"On the whole these schools are performing their functions satisfactorily. The new masters supplied by the Lahore Normal School are uncommonly good teachers, and with such men in the schools, and the able superintendent constantly watching their proceedings and the general welfare of the schools, there is reason to hope that the city will derive great benefit from these institutions."

Multan branch schools.

46. Though the number of branches of the Multan zil' school has been increased from 2 to 3, by the separation of the lowest class, the number of pupils has very slightly increased, viz., from 79 to 93. All learn Urdu, and it will be seen from the annexed report by Mr. Staines that the new organization has considerably increased their efficiency. Mr. Staines writes—

"The branch schools are getting on very fairly. The classes are now properly organized, the teachers have fully adopted the English system of instruction, and the strict discipline now maintained is highly appreciated by the parents and guardians of the children The Director of Public Instruction, after examining these schools in February last, made the following remarks in their visitors' books :"—

Branch school No. 1.—"The boys of this school have been well taught."

" " " 2—"The boys of this school appear to have been carefully taught, and they passed a creditable examination. Endeavours should be made however to improve their reading They read too quickly, and not with sufficient distinctness. Shankar Das, head teacher of No 2 branch school, has worked remarkably well; and Aga Hassan, 2nd teacher, No 1 branch school, has also given great satisfaction. I should be glad to see both these men promoted. Shankar Das in particular is drawing a very inadequate salary."

Hushyarpur branch schools.

47. The returns for 1867-1868 give the number of branch schools at Hushyarpur as 2, and those for the year under report represent them as 4. In this there seems to be some misunderstanding, inasmuch as during the year 3 new branch schools have been constituted, one being the lower section of the zil' school, and the other two schools opened in the suburbs called Khanpur and Bahadarpur. The two older schools appear in the returns for 1868-69 to have been reckoned as one, and hence the mistake, which is however unimportant. The number of pupils has increased from 194 to 349, all of whom, except 26 who learn Nagri, are reading Urdu and Persian. The returns I have received represent all but 20 of the pupils in the lowest class, and this appears to me to be certainly an error, as a very much larger number of boys than that were examined by me in the higher classes a short time ago. Two of the branches are decidedly efficient, and give a very fair education as far as they go; one other is also tolerably good though inferior to those just mentioned. The other two, which were established during the year, have not yet been got into good order.

Batala branch schools.

48. The transfer of the lowest class of the Batala zil' school to the branch schools caused an increase to their number of one, and to the number of pupils of about 40. Good progress has been made in the classes. Besides 32 boys who have been drafted into the main school, there were at the end of the year 38 more boys in the upper class than at the beginning. New and efficient teachers and assistants have been appointed from the increased funds available this year, and the schools are working in every way satisfactorily.

Nurpur branch schools.

49. The number of branch schools at Nurpur remains the same as at the end of 1867-68. One school that there existed and proved of little use was closed, and the constitution of the 3 lowest classes of the zil' school into a branch school made up the number again to 4. The number of pupils has increased from 141 to 161, and the amount of fees levied has nearly doubled. With the exception of the 3 or 4 months during which sickness was so very rife in the town and neighbourhood, the attendance during the year was much more regular than at any previous period. One of the branch schools suffered from the death, from the prevailing fever, of its very efficient and influential head teacher, Abdulla Ju, but it is now recovering its former status. A commodious new branch school-house in the centre of the town has been erected during the year, and now only one of the branch schools has insufficient accommodation.

Firozpur branch schools.

50. The branch schools at Firozpur have increased in number from 1 to 3, the two new ones being the lower classes of the former zil' school, and the Hindi classes formerly attached to the zil' school. This has occasioned a very large increase of the numbers, viz.. from 105 to 277, and a still greater

increase of the fees, viz., from Rs. 59 to Rs. 197. The central branch school, formerly the lower zil' school, has been well taught, and is in a thoroughly efficient condition. The city branch school has much improved both in numbers and efficiency, and its teacher, Ahmad Khan, deserves credit for the pains he has bestowed on it. The Hindi branch is not equally good; the attendance is irregular, and the teachers have not done their work satisfactorily. I have directed a reduction to be made in their pay until they exert themselves more.

Rahun branch schools

51. In the returns of last year only one branch school was entered as established at Rahun, though there were 2 distinct schools, one Persian-Urdu, the other Hindi. In the returns now under review these two schools are distinguished, and two others, constituted during the year, added to them. One of the new branch schools is formed of the two lowest classes of the zil' school. The addition of the two new schools has caused an increase in the number of pupils from 155 to 239. The 3 purely Persian-Urdu branches have worked very satisfactorily during the year, and made excellent progress. The 4th branch, which contains 75 Hindi students, 30 of whom learn Urdu also, has made little or no progress, and it is questionable if the *Pandah*, Surjan, should not be removed. His removal would considerably reduce the attendance on the branch schools, but would enable us to increase their efficiency, and, under the new arrangements contemplated, it may be found necessary.

Local Committees of Public Instruction.

52. The Local Committees of Public Instruction show by no means the same alacrity to promote the interests of the schools as they did when they were first established. They have however been useful in composing local differences, in making known to us the feelings and wishes of the people, and in explaining to them the objects of new arrangements. In some instances too they have been of substantial service in other ways. It is noticeable that they are generally more active and useful in small towns than in the larger cities. I will note here the character displayed by each Committee during the year.

Amritsar—The Local Committee at Amritsar have shown even more than their usual apathy and want of interest in the progress of education. They have never held a meeting of their own accord, and even when called together by the head master to discuss any matter of importance, very few have answered the summons. On some occasions even the head master was unable to induce a single member to attend. As patrons of the branch schools also, they have as a rule entirely neglected their supervision, but to this I must make an exception in favor of Babu Mohan Lall, Khan Muhammad Shah, and Jan Muhammad, who, though they have seldom visited their schools, have displayed some degree of interest in their welfare.

Multan.—The members of the Multan Committee have shown some slightly greater activity. They attend the meetings when summoned, and discuss matters proposed to them with intelligence and care; but no great results have appeared from their efforts.

Hushyarpur.—The Hushyarpur Committee has been as apathetic and useless as usual.

Batala.—The Batala Committee has continued during the year to display some more lively degree of interest in their work than formerly. The three principal members have been prevented from various sufficient reasons from attending the meetings regularly; but the other members have always responded to the head master's summons, and have kept up a useful supervision over the branch schools. They contribute Rs. 30 a year to pay the fees of poor students.

Nurpur.—The Nurpur Committee has suffered a serious loss in the death of its most enlightened and active member, Maulvi Umar-ud-din. During the early part of the year, they did but little, but in the last few months they have shown greater activity, and have originated several useful measures.

Firozpur.—Of the Firozpur Committee one member only has displayed any real interest in the school, viz., Lala Nagar Mal. I brought him to your notice last year, and I have great pleasure in doing it again now.

Rahun.—Local dissensions have greatly lessened the useful influence of the Rahun Committee. Some of the members however deserve notice. Gokal Das has always shown great interest in the school, and exerted himself to promote its welfare. Amir Khan and Khema Mal laid out, at their own cost, a garden in the school enclosure; and Sultan Khan paid for the cost of repairing the floor of one of the large rooms of the school-house. As a rule, however, the Committee has met but seldom, and has originated no useful measures.

Vernacular schools.

Town schools.

53. The town schools were the same at the close of the year under report as at its beginning. The number of pupils increased during the year from 3,057 to 3,193, and the average number of names on the rolls was 40 higher than in the preceding year. The average daily attend-

ance, however, was considerably less than in the previous year, having declined from 2,527 to 2,224, owing in all probability to the distress caused by the prevalence of high prices for several months. The amount collected in fees was greater than that realized in the previous year by Rs. 1·5. This increase in the fees is remarkable, as it would appear that the number of non-agricultural or fee-paying students has considerably diminished, while the number of agriculturists has increased 59 per cent. of the whole number of boys belonging to the latter class.

Village schools.

54. The number of village schools has been reduced from 608 to 601, by the closing of 5 schools in the Firozpur and 4 in the Multan District, and the establishment of 2 new schools in the Kangra District. The number of pupils has increased from 20,759 to 21,197, while the average daily attendance has fallen slightly, viz., from 17,787 to 17,695, probably on account of the pressure of the famine. In the returns sent to me from your office there is an evident mistake in the column showing the average daily attendance. For the Hushyarpur District this is put down at 35 only,* whereas I calculate from the returns in my office that it should be 3,229. The total of the column would require a corresponding alteration, as it is given at 14,501 instead of 17,695. A large increase has taken place in the amount realized in fees, which have risen from Rs. 2,550 to Rs. 3,001. This great increase has been chiefly in Gurdaspur, where the fees have increased from Rs. 789 to Rs. 1,051. In the Amritsar, Firozpur, Multan and Montgomery Districts, the fees have fallen off; 80 per cent. of the boys in the village schools belong to the agricultural class.

Jalandhar District town schools.

55. I visited and examined all the town schools in the Jalandhar District during the year, and give here a brief account of each.

Kartarpur.—Much improved, attendance largely increased, and classes well taught, except in Arithmetic. Head teacher a good man, but would be improved by training at the Normal school.

Nakodar.—The dismissal of the *Pandha*, of whom I have frequently complained, has reduced the number of pupils. The Persian school has, however, increased in numbers, and improved in other respects.

Philaur.—A good school, and well attended. The upper classes very well taught, but a most unreasonable proportion of the boys in the lower classes.

Nawashahar.—The Persian school has much fallen off. The head teacher does his own work well, but does not keep his assistants up to the mark, and consequently two-thirds of the school is badly taught. The boys are untidy, and the discipline slack. The Hindi school has been well taught.

Banga.—Attendance good, and classes well taught throughout. The Officiating Deputy Commissioner, Captain Harcourt, has sent me an elaborate report on education in the district, but as I judge from its style that it was written by one of the subordinates in his office, I cannot consider it of much value. With the following passage from it I quite concur :—

"The progress of these schools in education is commendable, for the teachers are pains-taking and anxious to do well. There is, however, a decrease of 45 pupils comparing the present numbers with those of last year. The abolition of a Hindi school in Nakodar will account for this. Educational Committees are nominated for all these schools, and the members, except those in Nawashahar, have largely furthered the cause of progress. The exertions of the Committee at Kartarpur require special notice. The members, Ram Chand, Upar Das, Maha Singh, and Chart Ram, and Ram Ditta Mal, and Lal Das, contribute each a sum of Rs. 12 towards the funds of the school, and also evince some zeal in the well-being of the seminary. Except in Nakodar (where the school is not a Government built house) the schools have small gardens planted in front of them by the teachers."

Village schools.

56. I also examined nearly all the village schools in the Jalandhar District, and was glad to find that on the whole progress had been made. In several places, and notably in Bilja and Nurmahl, where no previous efforts had succeeded in making education flourish, I found schools that were largely attended and promised well. The general tone and discipline of the schools, too, were more satisfactory than formerly, and showed that some pains had been taken with them. Much more, however, might have been done, had the chief maharri been more active in visiting the schools, and most of the faults that I found were such as he might easily have removed. Local Committees have been formed in many of the towns and villages, and have been found in most cases useful. I annex to my report a list of the names of those members of the Committees who have shown the greatest activity.

* The error has now been corrected.—W. R. M. Holroyd, *Director P. I. P.*

57. Captain Harcourt reports of the chief muharrir in the following terms :—

Chief muharrir.

"Before closing this report, the Officiating Deputy Commissioner feels bound to say that he considers the chief muharrir has worked very satisfactorily ; he is a good, steady man, uninfluenced, as far as the Officiating Deputy Commissioner can judge, by pique or malice, striving to do his duty to the Government and those over whom he has to exercise supervision, and actively alive to the benefits that a good education will convey to the recipients."

In much of the praise thus bestowed I quite concur, but I must repeat that I consider he has been very remiss in the most important of his duties—that of inspecting the village schools frequently.

58. I visited 4 out of the 6 town schools in the Hushyarpur District, and the other two were visited by Maulvi Karīm-ud-din.

Hushyarpur District town schools.

Urmar.—This school has not progressed during the year. All the classes, except the highest, have been carelessly taught, and Arithmetic has been ill taught throughout the school.

Tanda.—Not as good as it should be. The highest class good, but all the others carelessly taught.

Dosuha.—The Persian school has nearly two-thirds of its boys still in the Spelling Book. None of the classes well taught. Boys generally dirty, and ill disciplined. The Hindi school decidedly bad.

Hariana.—The Persian school well attended and well taught throughout. Hindi school fair. Maulvi Karīm-ud-din reports the Una and Garhshankar schools as being in fair order.

59. The village schools have, on the whole, decidedly improved. The number of boys advanced beyond the 6th class has considerably increased. Education has made more progress in this district than in any other of my circle. I annex some extracts from the report of Mr. Perkins, the Deputy Commissioner. The large increase in private contributions is worthy of note ; the money thus subscribed is principally spent on small local "jalsas" and prizes to deserving scholars. The scheme alluded to by Mr. Perkins as having fallen through from the diminution of the octroi, was one for placing all the schools in towns on the grant-in-aid footing, and applying the revenues thus released to the appointment of a Deputy Inspector for the district. It is to be hoped that this scheme may at some subsequent period be revived. Mr. Perkins writes—

Village schools.

Remarks by Mr. Perkins, Deputy Commr. Hushyarpur.

"That the improvement has been steady and continuous, you may see from these figures--

Year.	No. of pupils.	No. of boys, 3rd, 4th, and 5th classes.	No. of girls under tuition.	Amount of fees.			Private contributions.		
1866-67	4,940	444	159	894	2	0	682	4	8
1867-68	4,429	595	132	1,144	6	0	1,893	11	6
1868-69	4,599	669	121	1,200	7	0	2,161	1	3

"I explained last year the diminution of the number of boys. It is gratifying to see that the number of boys has again increased, and that whereas last year the proportion in the higher classes was 13·4 per cent., it has now risen to 14 5 per cent.

"By Circular No. 22 of 4th March 1869, from the Director Public Instruction, I learn that it is in contemplation to reduce the number of village schools, and to raise proportionately the pay of teachers who may be maintained. This is a step in the right direction, although it will be a hardship on many places in this district which now enjoy a good school to have to close it, and I trust the measure may be allowed to be introduced gradually.

"It was in contemplation to introduce into this district the movement which has received the Lieutenant Governor's approval in para. 18 of his Secretary's remarks appended to the last Educational Report, as having been done in the districts of Dera Ismail Khan and Gurdaspur ; but owing to the decrease of octroi funds, under recent orders by the Government of India, the scheme fell through, at least for the present.

"A School Darbar was held here last year in the month of October, as nearly as possible like that held in December 1867. These are, I think, useful assemblages, and they give opportunity for the public vindication of any of the many new Government measures with which the country is unfortunately tormented. I have often heard repeated remarks which had been made on these occasions regarding census, new limitation laws, sanitation, &c."

60. I have been favored by Mr. E. Paske, Deputy Commissioner of Kangra, with a very elaborate report on the progress of education in that district. Though too long to give the whole of it, I give extracts of the most interesting portions, to which I can add but little beyond making remarks on a few of the points alluded to. Major Paske writes as follows :—

Kangra District—Deputy Commissioner's report.

"I have visited and examined the two town schools that exist in this district at Tira Sujanpur and at Jowala Mukhi ; both continue much in the same state of progress as they have been going on for the last two or three years. A slight falling off is to be observed in the attendance, which has fallen from 293 boys in 1867-68 to 284 in

1868-69; this slight decrease is accounted for by the unusual sickness that prevailed in the town of Jowala Mukhi during last autumn. In both schools there are separate Persian and Hindi departments, and the teachers, who have remained unchanged for some years, are efficient and popular. In both towns School Committees have been formed, but with no beneficial results; none of the members of the Committee in either town have exerted themselves in the cause of education.

"There are now 50 village schools in this district, the number that existed in the year preceding. The registers show an aggregate attendance of 1,851 boys, with an average attendance of 30 boys for each school; this average is below the average of attendance in each school in 1867-68: but this slight decrease may fairly be attributed to an unusual amount of sickness that prevailed last autumn, and continued in some localities in the winter months. Also it is to be borne in mind that the village schools in the Upper Kullu Valley and in Plach were closed during the winter months, and the teachers brought down to receive instruction in a Normal School class at Sultanpur Kullu. But for these exceptional causes, the returns would really show an increase in the attendance at village schools. Of the 50 village schools, 26 are Persian and 24 Hindi schools. There is a growing desire for the establishment of Persian rather than Hindi schools. During the past year, five new Persian schools were established, and four schools were changed from Hindi to Persian schools. This demand for Persian schools may be attributed to the fact that scholars educated in the Persian more readily find employment. During my long tour through the district, I visited and examined almost every village school I came near; I find these schools on the whole very popular, and the boys receive instruction quite suited to their positions in life. All the education we need aim to give in village schools is to teach the boys to read and write in their own vernacular, to instruct them in a few simple rules of Arithmetic, and to give them some knowledge of History and Geography; boys whose thirst for knowledge may aspire to higher attainments have always the option of going to the nearest town school or to the zil' school. I deprecate the system of trying to give boys a smattering of bad English in village schools.

"The fee system has never been introduced in this district, nor would it answer at present; the poverty of the masses and their general indifference in the matter of education render it as yet inexpedient to demand any payment for the education we offer. Application was recently made for paid monitors in town schools; I sanctioned the appointment conditionally on the monitors being paid by the levy of fees; this led to the payment of a few fees in one school, but the sum realized is very trifling.

"The receipts from the sale of books have fallen off. While a sum of Rs. 673 was realized by the sale of books in 1867-68, the receipts from the same source were Rs. 435 only during the past year. I am at a loss to account for this decrease.

"In view to further the cause of education, and to create a spirit of emulation among teachers and pupils generally throughout the district, an Educational Darbar or Meeting was held last autumn. The occasion was to inaugurate the opening of the Palampur school-house, the time and opportunity the Palampur Fair. Teachers and pupils were invited to attend from all parts of the district; an examination was held of all the boys who came in to the meeting, and on the report of the Examiners, prizes were distributed among the successful. A very large proportion of school teachers and several hundred boys attended the meeting. The prizes awarded on the occasion were to the value of nearly Rs. 1,000, and were distributed by the Commissioner of the Division; nor was the distribution of prizes confined among the pupils in school. From the special fund suitable prizes were given to minor chiefs in a state of pupilage under control of the Court of Wards, and to the younger members of the families of other chiefs in the district.

"I should here notice the very liberal provision made by Mr. G. Knox, Officiating Deputy Commissioner of Firozpur, for the advancement of education in Kullu, where that gentleman owns a large tea plantation and other property. Mr. Knox has made a monthly allowance of Rs. 25, to be applied towards defraying the salary of a Deputy Inspector, who is to be employed exclusively in the work of inspecting schools in Kullu. This subscription will be supplemented by a grant of Rs. 25 from Government, and an efficient Deputy Inspector will shortly be appointed on a salary of Rs. 50 per mensem. This arrangement will meet a great want: in no part of the district is education in so backward a state as in Kullu; this is not alone owing to supineness and indifference on the part of the people themselves, but because Kullu being so distant and isolated, the school in that tahsil seldom comes under supervision. An efficient Deputy Inspector, employed exclusively in Kullu, should do much to improve the condition of the few schools in that part of the district. In making a selection for this appointment I propose to nominate a man who has been trained as a teacher, one who in the winter months will instruct the village school teachers, who will be brought down to Sultanpur for instruction when their schools are closed owing to the winter snows.

"Pandit Ram Rattan, the chief muharrir, has been very attentive to his duties. He is active in the work of inspecting schools, and has given satisfaction; belonging to a good Hindu family, himself long resident in the Kangra district, and well acquainted with the idiosyncrasies of the people, he is popular. Ram Rattan is perhaps a little fond of having his own way, and holds somewhat pertinaciously to his own views and recommendations, but no harm results from this, as he is zealous and pains-taking, and, I find, amenable to control.

"I wish I could name more than one of my native subordinates as conspicuous for efforts to improve the condition of schools in the district, but one only has given me the opportunity. I have seldom seen more indifference and apathy in the cause of education than is displayed by native subordinates generally in this district. The one exception is Babu Pohlo Mal, Tahsildar of Kangra, who exerted himself in a very praiseworthy manner in the establishment of the Female Normal School at Kangra, and who is a frequent visitor at the Mission School in that town. I believe he has been instrumental in inducing many of the townspeople to send their children to this school, which is the one educational establishment in Kangra.

"In closing the report I would remark, as the result of my experience of the working of schools during the past year, that popular education, though it may not be making rapid progress, is gaining a sure footing in the district, and the masses are becoming more alive to the advantages of education.

"The Educational Meeting, held in November last, has undoubtedly had a good effect, as I have ascertained during my recent tour it has created a healthy spirit of emulation among teachers and pupils alike, and is resulting in an increase in the numbers attending some of the schools. If such a meeting could be held every third year, the effort would be still more beneficial.

"But the Educational authorities must not expect too much from the, of necessity, desultory and spasmodic efforts of hard-worked District Officers. By encouraging his Tahsildars to give attention to the cause of education, by inviting aid from chaudris, lambardars, and other rural notables, by examining all schools that he may come near while on circuit, and by giving suitable rewards to promising boys, the Deputy Commissioner can do much to further the progress and increase the popularity of the lower class of schools called village schools.

"The higher classes of schools, viz., town school and zil' school, do, however, require more concentrated attention from the Inspector of Schools. These may be considered the finishing schools, in which the standard of education is very much, or ought to be very much, higher than in the lower or village school, and the management and control of each institution ought to have the special attention of those trained for the work. The town schools, or at least

one of them in each district, should be an institution in which the pupils could secure a really good education in the higher branches of study in the vernacular language; boys not satisfied with the rudimentary instruction afforded in village schools should be encouraged to complete their education in a town school.

"In his new scheme for placing the system of vernacular education on a sound basis, the Director of Public Instruction, I observe, proposes that the Normal school should contain two kinds of pupils, those studying to qualify themselves for teacherships, and general students. In my humble opinion this appears a mistake; * the Normal school should retain its special character for those pupils only who will qualify for teacherships; let the general students be made to complete their education either in a town school or in a zil' school, according as their desire may be to secure a vernacular or an English education."

Remarks on above.

61. In reference to the Deputy Commissioner's remarks on the town schools, I may observe that I inspected both during the year, and found them in excellent order, the one at Jowala Mukhi especially has been very well taught. In regard to the comparatively small sale of books during the year, I may suggest one obvious reason why this should have occurred, viz., that a sufficient stock for the supply of the schools does not appear to be kept up in the district office, and that I received both last year and this frequent complaints from teachers of all classes that their applications for the most ordinary school books were often unattended to.

I cannot concur in the Deputy Commissioner's eulogy of the chief muharrir. My previous remarks regarding the supply of books will show that this important part of his duty is not properly attended to, and in other respects I considered that, though he possesses not a few qualifications that eminently fit him for the post, he is too indolent and deficient in force of character to bring them into play.

I quite concur in Major Paske's favorable remarks regarding Babu Pohlo Mal, Tahsildar of Kangra; but I would also say a word in favor of Kahn Chand, Tahsildar of Kullu, who, burdened by the double duties of Settlement Officer and Tahsildar, has been of no little service in promoting education. Chiranji Lal, Tahsildar of Nurpur, has also been of assistance to the head master of the zil' school.

I have abstained from offering any opinion on your new scheme for re-modelling vernacular schools to which Major Paske alludes in the last para., as it forms no part of the operations of the past year. But I have thought it as well to quote this portion of Major Paske's report, as he may not have another opportunity of expressing his views on the subject.

Amritsar District.

62. The schools of the Amritsar District have not come under inspection this year, and Major Birch, the Deputy Commissioner, has too recently taken charge of the district to be able to afford much information regarding it. I have reason to believe, however, that the schools have made good progress, and that many of the village schools have reached a much higher standard than they ever did before. Committees have been established in most places, and of their work the Deputy Commissioner writes as follows:—

"This year Committees have been appointed for each village school, and the members have taken an interest in the progress of their respective schools. Varyam Singh (zamindar of Mokand Chak) one of the members, has shown a great zeal in looking after the progress and interest of his schools, inasmuch as he has provided a building for the school at his village, at his own expense, of Rs. 300. He therefore deserves credit and special consideration."

Varyam Singh's name shall be mentioned in the list of men recommended to the favorable notice of Government.

Gurdaspur District—Deputy Commr.'s report.

63. The schools of the Gurdaspur District also have not been inspected this year, but the Deputy Commissioner, Major W. Davies, has furnished me with a detailed report of them, from which I here give extracts—

"The year closed with 106 schools. These are divided into three town schools, 3 girls' schools, and 100 village schools, and will be described in the same order.

"At Dinanaggar, Kalanaur, and Kanjroor. The first is by far the best, but all have greatly improved during the year under report, and this general improvement is mainly due to the interest taken in the subject of education by Hamid 'Ali, Tahsildar of Gurdaspur.

Dinanaggar.—The attendance in this school has increased from 190 to 200. At the same time satisfactory progress has been made in the classes, for in place of the twelve boys, who were in the first four classes, there are now 23. The boys are very well taught in this school, and its general condition reflects great credit on the head master, Tegh Chand. The building has been improved and rendered more commodious during the period under report.

Kalanaur.—Has also improved as regards attendance, but the standard of education attained is much as it was. The number of boys has increased from 120 to 161. The highest class is still the second; but there are now more pupils in the four highest classes, the numbers being respectively 21 to 17. The teacher, Nizam-ud-din, is a well read man, but is wanting in tact.

"An elementary English school is attached to both these institutions, in which 55 boys are learning. These are supported on the grant-in-aid system.

* It is unnecessary to enter on an explanation of this matter here, as this part of the scheme is in abeyance.—W. R. M. HOLROYD, *Director P. I. P.*

"*Kanjrur.*—Has greatly improved during the year, both as to attendance and the standard of education attained. The numbers have increased from 93 to 102, and in place of 38 there are now 40 boys in the four highest classes. The highest class is the 3rd of the prescribed scheme. The teacher, however, is not popular with the townspeople, and will probably have to be changed.

"I cannot speak well of the state generally of the village schools. Of the 100 schools in the three parganahs, there are only 15 which I should be inclined to call good. Of the remainder, about 30 schools are positively bad and not worth retaining, and 66 middling, many of which, however, would with good teachers become thriving institutions. As I have often remarked, we cannot expect to have good schools with indifferent teachers, and it is quite hopeless to expect to obtain men willing to undertake the hardest of all tasks on the mere pittance which we have been giving our school masters. The only remedy, therefore, for the present unsatisfactory state of things, if we cannot obtain more money, is to reduce the number of our schools, and this I was on the point of doing in this district, when the Director's scheme for effecting the same object throughout the Panjab arrived, and induced me to pause till the final orders of Government on his proposals are passed. The attendance at these schools has risen from 3,130 to 3,531, and the numbers in the four highest classes (2nd to 6th) from 410 to 494, and so far there has doubtless been progress, but bare figures are more or less delusive, and the real state of rural education is as I have described it to be above. I may add that there is more real love for education in the Shakargarh parganah than on this side of the Ravi.

"Fees have always been readily paid in this district; the amount realized, Rs. 126, is slightly in excess of the sum collected (Rs. 1,253) in 1867-68.

"School buildings are now generally in good condition. Additions have, as before remarked, been made to the building at Dinanaggar. A considerable sum has been spent in improving the school-house at Gurdaspur, and entirely new buildings have been erected at Narot, Sukhaochak, Bharath, and Durangla. The roof of the Pathankot school has also been renewed. The new buildings were mostly provided from municipal funds.

"*Teachers.*—Of the 116 teachers who form the educational staff of this district, 76 have passed through the Normal school, and obtained certificates of various degrees of proficiency; 7 are now undergoing instruction. The rest have still to attend that institution. Of the number who have passed, only 25 have obtained certificates of the tahsili grade.

"*School Committees.*—The experience gained during the past year of the working of these Committees has to my mind incontestibly established the truth of what I wrote last year. In many places their mutual jealousies have led to the complete break-up of the school, and the system of rewards, recommended by the Inspector and tried by me, instead of inciting the other members to go and do likewise, seems only to have served to excite feelings of envy and opposition. I must say, however, that there are a few golden exceptions to this unhappy rule, still I am quite satisfied that it was a mistake to try the experiment of these Committees on so large a scale, to the extent of establishing one in every place where there was even a small village school; it would have been well, I think, if, in the first instance, the experiment had been confined to the larger towns. I am myself somewhat sceptical of its advantages anywhere, my experience leading me to believe that the success of a school is almost entirely dependent on the character and qualification of the head master. The experience gained in our own country certainly supports this view.

"*Notice of Officers.*—I can only repeat what I said last year of the prominent part taken by Hamid 'Ali, Tahsildar of Gurdaspur, in the cause of education. I regret to have to point out that no attention was paid to my recommendation that "*some marked recognition on the part of Government*" should be conferred on this Tahsildar. All that he received was a complimentary parwanah in common with a host of lambardars and zaildars mentioned by the Inspector in his report. This is not the way to reward extraordinary exertions, and incite others to do likewise. The Educational Department, and particularly its head, should see that rewards are distributed with a more discriminating hand, and that extraordinary exertions meet with adequate recognition. The other Tahsildars have not taken the same interest in the advancement of learning. The chief muharrir, Ghulam Qadir, is a new man very learned, and very hard-working. He is, however, quite new to the work, and it would therefore be premature to speak positively of his chances of turning out a really good school muharrir.

"I cannot conclude this report without saying a few words regarding the movement to establish a central school in the district, which attracted some attention last year. The scheme would have borne fruit long ere this, had I not discovered at a meeting of the principal zamindars convened by me to ascertain the feeling of the people, that the movement had not the entirely voluntary character which it had been represented to me to possess. Some objectors came forward, and I was obliged for the time to put off doing any thing decisive in the matter till their objections should be removed. I do not despair yet of carrying out this scheme, but am loath to originate any large measure of this kind till I am quite satisfied that it contains within itself the germs of stability and progress, and that without standing in need of much official support. In the wisdom of this I feel sure the Officers of the Department will themselves entirely concur."

Remarks on above.

64. In reference to Major Davies's opinion, that a considerable number of village schools should be closed with a view to rendering the rest more efficient, Colonel Young, the Commissioner, remarks "that the rural population required merely reading, writing, and the first 4 processes of Arithmetic, which very inferior masters can supply, but they require those masters to be near their own houses." Much might be said in favor of both views, but I do not think this a convenient opportunity for discussing the subject.

Major Davies's views regarding the utility of School Committees in the villages have been to some extent borne out by experience in other districts. It was undoubtedly, as he says, a mistake to carry out the measure on so large a scale. In the districts where the plan was most successful, Committees were established in only a few villages carefully selected for the purpose. Though I trust there are few places where formation of the Committee has led to the complete break-up of the school, it must be admitted that in a majority of cases the Committees have been useless, if not obstructive. Nevertheless, the signal benefits gained from the creation of some of the Committees show that the plan, if carefully worked, is not without its use.

In regard to Major Davies's strictures on the absence of a sufficient recognition of Tahsildar Hamid 'Ali's services, I must remark that I think he is laboring under a misapprehension. At the close of 1867-68 this officer had been only one or two months located

in this circle, and it was obviously impossible for me at that time to recommend him for any very marked recognition of his services. For his exertions at Rupar, in the Ambala Circle, however, he was recommended to Government for a khil'at of Rs. 150, and he was summoned to receive this from the hands of His Honor the Lieutenant Governor at the Darbar held in Lahore in March 1868—a summon which was not attended to. As he has now been long enough in my circle for me to appreciate his active zeal, I have great pleasure in recommending him to the special notice of Government.

It is to be regretted that the excellent scheme for establishing a central school at Gurdaspur for the sons of zamindars and others should have received a temporary check, while, hoping that it may speedily be possible to revive it, I must express my entire concurrence with Major Davies that it is most essential that the scheme should be founded on a securely permanent basis.

Lahore District.

65. The Deputy Commissioner of Lahore has again omitted to send me a report on the progress of education in his district. Mr. Millett visited all the schools in it, and reports favorably of their advancement. The Patti school, in particular, he mentions as having greatly improved.

Firozpur District.

66. The schools of the Firozpur District were also visited by Mr. Millett, who was satisfied with the progress made by them. The Zira and Dhamkot town schools are both in excellent order, and the one at Maya is reported as good, though not equal to the other two. The attendance in the village schools has largely fallen off in consequence, as the Deputy Commissioner says, of the prevalence of famine and small-pox; but I am inclined to assign a further reason, viz, the greater strictness with which the school registers are kept under the supervision of the present chief muharrir. Both Mr Millett and Mr. Knox, the Deputy Commissioner, report favorably of the integrity and zeal of the new chief muharrir, Imam-ud-din, who was appointed at the beginning of the year.

Multan District.

67. The Multan District has not come under inspection during the year, and I have not received any report from the Deputy Commissioner; I have reason to believe, however, that the progress during the year has been most satisfactory, and I regret exceedingly that it was quite out of my power to visit the district. I hope to do so in the early part of the ensuing cold season.

Montgomery District.

68. Mr. Millett marched through the Montgomery District, and, after examining all the schools, reported most unfavorably of their condition. Though in some respects improved, since the appointment of a new chief muharrir at the beginning of the year, they were still, almost without exception, far below the average.

Female schools general statistics.

69. The number of Government Female schools has been reduced during the year from 144 to 126, 7 being closed in the Jalandhar District, 3 in Hushyarpur, 3 in Lahore, and 6 in Montgomery—all for want of funds; one new one has been opened in the Gurdaspur District. The number of girls has declined in consequence from 3,252 to 2,946, but the average attendance per school has improved from 20 to 21. The total cost of these schools has fallen from Rs. 1,172 in 1867-68 to Rs 7,584 in 1868-69, and the cost to Government from Rs. 4,922 to Rs. 1,018. The annual cost of education per head has fallen from Rs. 3-9-9 to Rs. 2-9-3, and the cost per head to Government from Rs. 1-8-4 to Rs. 0-5-6.

General remarks.

70. Another year's observation has confirmed the views expressed by me last year on the present organization of Female schools. The movement that has taken place for placing the schools in Lahore and Amritsar on an efficient footing has led the way in the reform that I advocate, and the recent appointment of a lady to inspect the girls' schools should supply all the information required by District Officers to carry it out in their own districts. The great want that stands in the way of all progress on a large scale is that of efficient female teachers, and this want can never be adequately supplied until Government Normal schools for women are established.

Details of female schools.

71 I will here give some details, regarding the schools in each district, as supplied to me by Deputy Commissioners.

Jalandhar.—The report from Jalandhar is not as interesting as usual, but I give the Deputy Commissioner's remarks in extenso. The only point that appears to be worth noticing is the substitution of Mrs. Emily Ram Singh as Inspectress for Mrs. Roberts.

"Seven schools were abolished this year, hence the decrease in number; most of the schools are in a fairly good state. These schools were never visited by the District Authorities. An Inspectress of Schools is appointed as an examiner for all the schools in the town of Jalandhar and its suburbs. She visits them once a week, and submits a weekly report of the working of these schools. English is taught in two of the institutions, together with vernacular. The number of such pupils is 65. The Inspectress, Mrs. Emily Ram Singh, has given the District Officers great satisfaction. She appears to take a practical interest in her work, and to endeavour to make her subordinates really useful. She deserves special thanks for her exertions."

Hushyarpur.—Female education in the Hushyarpur district, even under the active care of Mr. Perkins, has never shown any signs of progress. I quote Mr. Perkins's remarks at length.

"The diminution in the number of girls is only confirmatory of an opinion that I have long held, that our efforts for the spread of female education, however laudable and philanthropic, are too far in advance of the age to be conducted with any reasonable prospect of success in rural and unenlightened districts such as this is. When by the establishment of Normal schools, and by the inauguration in large towns of the fashion of teaching girls, the minds of people there shall have been made familiar with the idea—when these town bred and literate belles come down to visit their country cousins, and inspire them and their parents with the wish to learn,—then the education of girls will spread, and growth in intelligence will promote growth in learning. For the present I look on village schools for girls as almost in every case pure phantoms."

Kangra.—Major Paske gives the following account of the girls' schools in the Kangra district:—

"Female schools are not making satisfactory progress in this district. There are six schools of this class maintained from the educational cess; in these there is an aggregate attendance of about 117 girls, giving an average of about 19 for each school."

Amritsar.—The report of the Deputy Commissioner of Amritsar points out the weakness of the present system, and the almost impossibility of reforming it without some efficient training school on which to draw for teachers.

"Last year there were 12 schools with 235 girls. Two schools, those of Winihka and Ram Diwalla, have been abolished this year owing to their being reduced to an inefficient state. Enquiries have been instituted by me as to the cause of this falling off, which happened before I took charge of the district, and the zaildars I have sent for. There are therefore 10 schools now with 191 female scholars. Chief muharrir reports that he has twice visited these schools with the exception of two, viz., one at Jassarwal, where the Afghan children study, and the other at Fatehabad, where the daughters of Ahluwalia Sikhs study; that in 6 of these schools Urdu and the Koran are taught, in 3 others Gurmukhi alone, and in the remaining one Nagri. Writing is not at all taught here. Notwithstanding repeated instructions, attendance is not regular. The Mahammadan girls prefer studying the Koran to any thing else. Rs. 44 is the monthly outlay. There are only two female teachers at Fatehabad and Jassarwal. I would gladly send out more if I could get them, but the stipends are so small, and careful discrimination would be necessary."

Gurdaspur.—The following brief account of the girls' schools in the Gurdaspur district is given by Major Davies:—

"At Dinanaggar, Jaura, and Kahnuwan. The first is the best, but has suffered somewhat from the best pupil leaving it during the year. The attendance has risen from 70 to 80. The girls are in the sixth, seventh, and eighth classes, and read the prescribed books, except at Kahnuwan, where the school has only lately been started."

Firozpur.—The Firozpur girls' schools are, as a rule, above the average. That at Dharmkot is a very fair one, and is thus mentioned by Mr. Knox:—

"The best female school is in Dharmkot, and the register shows an average attendance of 32 scholars. The teacher is Khair-ud-din, and is well assisted by Shadi Shah, head teacher of the town school, and by Akbar, lambardar. I inspected the school, being expressly invited to do so, and gave a few small rewards."

Lahore, Multan.—I have no information regarding the girls' schools in these two districts.

Montgomery.—Most of the girls' schools in the district were visited by Mrs. Millett, who found them all in a very poor condition, the best being the one at the old station of Gugaira. The teacher of this, of whom I last year recommended that she should be sent to the Female Normal school at Lahore, continues to express her wish to be sent there, and once actually came to me in Lahore begging me to arrange it for her. My recommendation, however, was not attended to by the Deputy Commissioner.*

Jail schools.

72. The Jail schools show a largely increased attendance, principally from the large addition to the numbers in the Lahore Central Jail. The subject of educating prisoners is one on which great diversity of opinion exists, some maintaining that it is labor thrown away, while others see in it a means of spreading education among a class that would not otherwise obtain it. It cannot, I think, now be doubted that excellent results are obtained from the instruction thus given, and Officers in charge of Jails give the subject far more attention than they did formerly. Doctor Henderson, the Superintendent of the Lahore Central Jail, informs me that not only do the prisoners evince a real desire to progress, but that he finds that progress in their studies is almost always accompanied by improvement in conduct. I have not the exact numbers by me, and I do not like to delay this report while I send for them, but I think I am under the

* The Deputy Commissioner has been addressed on the subject.—W. R. M. HOLROYD, *Director P. I. P.*

mark when I say that some 150 men have left the jails of this circle during the year who have learned to read and write Urdu tolerably well during the period of their imprisonment.

Details regarding Jail schools.

73. I give here a few particulars regarding the jails.

Jalandhar.—I quite agree with Captain Harcourt's report that the Jalandhar jail shows no improvement during the year. The school has suffered from a frequent change of teachers, and the appointment of incompetent men. Captain Harcourt states that steps have now been taken to improve the condition of the school, and expresses hope for its future progress.

Kangra.—The Dharmsala jail has very decidedly improved during the year; an efficient teacher has been appointed, a fair number of men are under instruction, and a considerable proportion of them have made good progress.

Amritsar.—The Amritsar jail school has worked fairly.

Lahore.—The Lahore Central Jail school has made excellent progress. A large number of men, about 80 I believe, have left the 6th class during the year, and a still larger number has been promoted from the 7th to the 6th. The system of instruction is excellent, and the progress has been far greater than I expected. The number of teachers has been reduced from 2 to 1, but a large number of monitors has been appointed from those who were well educated before their imprisonment. Those who learned to read and write their own language well, whether before or since their imprisonment, are taught English by a prisoner, and have made fair progress. These are about 35 in number, but they do not appear to be entered in the returns.

In the Female Penitentiary no progress has been made owing to the want of teachers.

The Thaggi school has been remodelled, and is fairly taught, but the boys are not far advanced. In reference to these two schools it is right that I should mention that your printed report reached me so late in the year as to render the carrying out of your suggestions regarding them next to impossible. During the current year the penitentiary and Thaggi school shall be separately shown in my monthly returns.

Firozpur.—The Firozpur jail school continues in very fair condition, but has made no progress worth recording.

Multan.—The Multan jail school is in excellent order. The women continue to be taught, and one or two have made good progress in reading, but writing has been quite neglected. There has been here, as elsewhere, a difficulty about a teacher for the women, but this has, I believe, been got over.

Aided schools.

74. I now come to speak of the private schools receiving aid from Government. As I have above remarked, I have received none of the returns* relating to those schools, and I am therefore unable to give any account of their statistics. Very nearly all have been inspected by me during the year, and I shall therefore in this place give a brief account of the condition in which I found each of them. The few that I have not visited I was obliged to omit on account of the short time left for inspection work after my return from leave.

Middle school examination in Aided schools.

75. A large number of Aided schools sent up candidates to the middle school examination, of whom a fair proportion was successful. But the Managers, though permitting their boys to take part in the examination, have no intention, as far as I could ascertain, of carrying out any alteration in the organization of their schools similar to that effected in Government zil' schools. For example, they do not allow the promotions from what we should call the middle to the upper school to be regulated by the results of the Government examination, but promote or keep back such boys as they deem fit, without reference to their performance at the examination. How far it is the intention of Government to oblige the Managers of Aided schools to assimilate the organization of their schools to that of Government institutions, I am not aware, but I have thought it advisable to inform you of the fact that at present no intention, as far as I can ascertain, exists on their part of doing so.

Lahore American Mission School and College.

76 There appears little necessity for me to give any account of the Lahore Mission School and College.† Their excellent management, and the educational work they are doing, is matter of notoriety, and is amply borne witness to by the success of their pupils at the University Examination.

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* See remark on para. 9. W. R. M. HOLROYD, *Director P. I. P.*

† The college sent up no candidates to the last University Examination. Some notice of the state of the classes generally would have been desirable, as no school can be judged of solely by its first class.—W. R. M. HOLROYD, *Director P. I. P.*

Amritsar Church Mission school.

77. The progress of the Amritsar Church Mission school has been steady and satisfactory. The Reverend C. E. Storrs, its Superintendent, devotes almost the whole of his time and energies to its instruction and management, and though its success at the last Matriculation Examination was not great, one boy only having passed in the 3rd division, the condition of the school may be said to have decidedly improved. There is now a fair class preparing for the Entrance Examination of next December, and a larger and still more promising one preparing for Matriculation in the following year.

American Mission school, Jalandhar.

78. The Jalandhar Mission school obtained a greater success at the last Entrance Examination of the Calcutta University than any other school, Government or Aided, in this circle, 5 of its pupils having passed, and 3 of them in the 2nd division. The school has an able staff of teachers, and is admirably looked after by the Reverend Mr. Golaknath.

Adult schools, Lahore.

79. I have not visited either of the Adult schools in Lahore during the year, nor have I received any account of their progress.

Lahore High school.

80. The Lahore High school I examined minutely, and at the request of the Committee selected boys in each class for rewards. I found that all the subjects of study had been carefully taught, and it was evident that much pains had been bestowed by the head master. A detailed report of my examination has already been forwarded to your office.

Anglo-Sanskrit Patshala, Lahore.

81. The Anglo-Sanskrit Patshala was visited by me in the early part of the year, and I have not had time to see it since. It was then in good working order, and I have been told by some of its patrons that it has made satisfactory progress since.

Church Mission school, Kangra.

82. The Church Mission school at Kangra has in many respects made good progress. The highest class is preparing for the next Matriculation Examination, and, if well practised in their mathematical subjects, appear to have a fair chance of passing. Throughout the school progress has been made in English, and much attention has been paid to accurate translation from English to Urdu; but it seems to me subject of regret that no Oriental classical language is taught, and that even Persian receives so little encouragement.

Jhandiala Church Mission school.

83. The Church Mission school at Jhandiala, near Amritsar, has not progressed satisfactorily during the year. The former English teacher was found inefficient, and was replaced near the end of the year by a man much better suited for the post, so that I hope next year to be able to make a better report of it. Some progress had been made by the boys in their studies, but the internal arrangements of the school were in great confusion, and it was difficult to find out to what class each boy really belonged.

American Mission school, Jalandhar cantonment.

84. Last year I reported the assumption of the charge of the cantonment school, Jalandhar, by the Reverend Mr. Golaknath. I have now much pleasure in reporting the excellent progress made by this institution. I have been in few schools in India where so good results have been achieved in so short a time. In every subject the boys answered excellently, and their English pronunciation was remarkably good. The arrangement of the classes was judicious, and every class was well up to its proper standard, the highest being equal to about the 1st of a Government middle school.

Cantonment school, Firozpur.

85. The Firozpur cantonment school continues to be a very well conducted and useful institution. The classes have been well taught, and the school is popular and well attended. It ranks with a Government middle school, and sent up some candidates to the last examination.

Church Mission school, Multan.

86. The Multan Church Mission school I found at my inspection to be in a fair state. The classes have made progress during the year, and the staff of teachers is efficient. It is carefully looked after by the Reverend G. Yeates, the Manager.

Church Mission school, Shujabad.

87. I have again been unable to see the Church Mission school at Shujabad, near Multan, and I was unfortunate enough to miss seeing Mr. Yeates at Multan, so that I have no information regarding it.

Regimental school, 4th Gurkhas, Bakloh.

88. The Regimental school of the 4th Gurkhas at Bakloh also lies so far off my usual road that I have been unable to visit it. But I hope to do so very shortly.

Hindu school, Lahore.

89. The Hindu school at Lahore continues to work its way; but the ill success of its pupils at public examination says little for the skill of the teachers. I examined it early in the year, but have not seen it since. At the time of my visit I was fairly satisfied with the general condition of the school.

Elementary English schools attached to Government vernacular schools.

90. I have little to add to the remarks I made in my last annual report on the elementary English schools attached to Government vernacular ones. I have visited a considerable number of them, and find that their success depends mainly upon their being made to form, as I said last year that they should do, part of the educational system of the district. That is, that they should give to boys, well advanced in their vernacular studies, elementary instruction in English, so that, when old enough to be trusted away from their homes, they may be able to join the higher classes of zil' schools, and continue all branches of their education without interruption. This system has been carefully carried out in the Jalandhar District, and the schools there are consequently among the best in this circle. In the Hushyarpur District the schools of this class have not generally flourished, and the Deputy Commissioner has consequently closed several of them.

Palampur school.

91. One of the schools of this class I must specially mention as promising to be a most successful one. I mean the one at Palampur, in the Kangra District. It was established during 1867-68, in conjunction with a Government tahsili school, and was supported partly by local subscriptions, and partly by a Government grant. Since then, the Rajah of Mandi has erected, at his own expense, a very handsome school-house, and has endowed the school with a grant of Rs. 500 a year. The zil' school scheme of studies was strictly adopted from the first, and the school now consists of the three classes of the lower and the 3rd and 4th classes of the middle school. The instruction given in all subjects has been excellent; and as the funds admit of an addition to the staff of teachers, there is every reason to believe that this school will, in a short time, prove as useful and efficient as any of the minor zil' schools.

Gardening school at Jalandhar.

92. Of the gardening school at Jalandhar, which is included among schools of this class, I may also say a few words. This school is a very fair one of its class, and the only fear about it is lest the instruction given should, in the present state of popular education, raise the boys above the condition of life for which they are intended. This difficulty has, I believe, been already experienced, some of the boys having left to take posts as munshis; several boys have, however, obtained employment as gardeners, but I have not been able to ascertain how they have turned out.

Anglo-vernacular school, Mian Mir cantonment.

93. The Mian Mir cantonment school was last year entered in the table of lower class schools, but I imagine that it will now be entered in the middle class returns, and hence I will allude to it in this place. The classes have decidedly made progress during the year, and the school appears to be popular and useful.

Church Mission school, Dharmsala.

94. Under this class also may be mentioned the Church Mission school at Dharmsala, which has hitherto been reckoned as a school of the lower class. It has improved since last year in every respect, and some of the boys have made good progress. The building, a low upper room, over a confectioner's shop in the bazar, is quite unsuited for a school, and cannot be healthy for either teachers or boys.

Branches of Jalandhar Mission school.

95. The Jalandhar Mission branch schools are in much the same condition as I reported last year. They give a good Oriental education, and pass on a considerable number of boys to the main school. They are carefully superintended and well taught.

Kangra branch school.

96. The Kangra branch school is also in fair order. The standard of instruction given is much the same as I reported last year.

Amritsar Mission branch schools.

97. The Amritsar Mission branch schools have improved in every respect during the year. A large proportion of the boys learn Urdu and English, and many have made good progress therein. These schools are very carefully superintended by the Reverend C. E. Storrs, who finds them most useful adjuncts of the main school.

98. I am sorry that I have no information regarding the branches of the Lahore Mission school.

Lahore Mission branch schools.

99. The only return of private schools that has been sent to me is that of Aided Female schools, and this is incomplete, containing only the details regarding a very few of the schools. As I am not permitted to visit the very great majority of these schools, I cannot therefore give much information regarding them, but I will state what I have been able to learn.

Private Female schools.

100. The number of Hindu schools in the Jalandhar District has decreased by one, there being now 41, but the number of girls has increased from 865 to 908, and the cost of the schools has slightly decreased. Captain Harcourt, the Officiating Deputy Commissioner, gives the following account of them:—

Hindu schools, Jalandhar District.

"There is a decrease of one school this year, which was abolished. It was but poorly attended. The number of pupils has increased this year. The teachers are reported to have on the whole worked well. These schools were visited all of them once, and 16 of them twice, by the chief muharrir of schools. The expenses of those schools are defrayed half by Government grant and half by contributions by the Hindu community."

101. Three Aided schools have been established in the Hushyarpur District. They are attended by 65 girls, who are all reported as learning Urdu only. The Government grant towards them is given in the returns as exceeding half * the total expenditure by Rs. 25.

Hushyarpur.

102. The Church Mission girls' school was visited and reported on by Mrs. Millett. From her account I gather that though still well attended and fairly taught, it has not made much progress. An improvement has been introduced in teaching the girls to write Urdu in the Persian as well as the Roman character.

Church Mission girls' school, Kangra.

103. Major Paske writes as follows regarding the Aided Female schools managed by Native Committees in the Kangra District:—

"In 1867-68 there were 50 Aided Female schools, which during the past year I have reduced to 28 in number, having closed 22 schools which were not worth the cost of maintenance, and in which venerable Pandits drew salaries without teaching any children. The saving thus secured has been appropriated in the establishment of a Normal school for female teachers at Kangra. If the new institution, which was temporarily closed for want of teachers, can be maintained and worked successfully, it may give most satisfactory results. Female teachers are wanted for female education. Male teachers can never establish and maintain female schools. In the Aided Female schools there are 625 girls under tuition, giving an average of 18 pupils in each school."

I can only add that I believe the Kangra Anjuman to be working with great earnestness and intelligence in promoting the education of women, and that, as I said last year, they deserve an expression of the approval of Government for their labors.

104. The Female Orphanage at Amritsar has been unfortunate in losing the two efficient teachers whom I mentioned in my report last year. A good teacher has however since been procured, and I am happy to be able to report that under the care of the Reverend C. E. and Mrs. Storrs, it has made good progress during the year.

Church Mission Female Orphanage, Amritsar.

105. The Lady Lawrence girls' schools have continued to flourish during the year. A number of the girls can read well, and some can write a little, but both writing and Arithmetic have not been taught as well as they should have been. Geography the girls learn quickly, and seem to take an interest in. Two new Normal classes have been opened during the year, one for Gurmukhi and one for Hindi. These, as well as the Urdu one opened last year, are doing well.

Lady Lawrence girls' schools, Amritsar.

106. The schools under the Sikhsha Sabha at Amritsar remained at the close of the year on the same footing as at its commencement. Since then, however, a lady has been selected and appointed first of all to examine and report on the present condition of the old schools, and afterwards to carry into operation the reforms decided on by you in communication with the Committee.

Schools managed by Native Committees.

* The Government grant does not exceed half the total expenditure. The Inspector seems to have been under a misapprehension.—W. R. M. Holroyd, *Director P. I. P.*

Schools managed by Native Committees, Lahore.

107. The reforms carried out in the female schools in the city of Lahore last year appear to be producing good results. I append to this report an original report on the condition of all the schools by Mrs. Millett, Officiating Inspectress of Schools. It will be seen from this that the school under the patronage of Nawab Nawazish Ali Khan is far better than the others, both as regards attendance and the progress of the pupils. The state of the drains near the school-house under Nawab Abdul Majid Khan requires immediate attention.* The Hindi and Gurmukhi schools appear to have a very small attendance, and to be less carefully taught than the Persian schools. It would appear very desirable that a permanent lady superintendent should be appointed to these schools. The lady at present in charge of them, though taking an earnest interest in the work, has other claims upon her time, and cannot therefore give them all the attention they require.

Christian girls' school, Lahore.

108. The Christian girls' school at Lahore has suffered from changes of teachers. It has now, however, a most efficient teacher, who is bringing on his pupils well in all subjects.

School for girls of European parentage, Anarkali.

109. The Anarkali girls' school does not appear to require any special notice. It supplies an education suited to the wants of the girls who attend it; its teachers are competent, and the management careful.

Church Mission school, Multan.

110. I see from the returns that the number of schools belonging to the Church Mission at Multan has been reduced from 4 to 1. I have not been able to see this school, but I hope that Mrs. Millett will examine it during the present year.

Schools under Native Committee, Firozpur.

111. The 5 schools under the Native Committee at Firozpur are little more than nominal. They have been for 5 years in existence, and I do not believe a single girl has learned her alphabet during the whole of that time. I have visited the schools once or twice, and urged on the people the necessity for endeavoring to improve them, but without effect. The private contributions which supply half the cost of the schools are now about to be withdrawn, and the Deputy Commissioner proposes, if possible, to give a grant from municipal funds for their support.† But I believe the money would be thrown away, and that it would be better for the schools to be closed.

Indigenous schools.

112. I send as usual with this report a return of the indigenous schools in this circle, including those that receive a grant-in-aid under Article XIV of the Revised Code. I have no remarks to make on the schools of this class except the 3 that I mentioned last year, viz., those at Fatehgarh, Jalandhar, and Kyelang.

Fatehgarh school.

113. The Fatehgarh school has not been examined by me this year, but I have received reports of its progress, and I have no doubt that it still maintains the high position it attained last year.

Khalīfa Ibrahīm's school, Jalandhar.

114. The school of Khalīfa Ibrahīm has made decidedly satisfactory progress during the year. A competent assistant teacher has been appointed, who has brought on the boys well in Arithmetic, in which the highest class can work sums in Decimal Fractions correctly. Geography has not been equally well attended to. In Persian the most advanced boys are reading "Seh Nassar Zahuri" and "Abul Fazl."

Moravian Mission school, Kyelang, Lahaul.

115. The Moravian Mission school at Kyelang in Lahaul has made a progress that surprised me. I visited it in August last, and found Thibetan-speaking boys, who twelve months before could not speak or understand a word of Urdu, able to converse in it, and read and write it correctly. This great progress is due entirely to the exertions of the Reverend A. W. Heyde, who has charge of the school, and takes an active part in its direct tuition. After my examination, Mr. T. D. Forsyth, the Commissioner, held a small Darbar and awarded prizes to the boys, and gave khil'ats to some of the principal Thakurs who had assisted the school. The result of this was a large accession of pupils and an increased attention on the part of the

* Deputy Commissioner addressed on the subject.—W. R. M. HOLROYD, *Director P. I. P.*

† The Deputy Commissioner has been addressed on this subject.—W. R. M. HOLROYD, *Director P. I. P.*

people to the education of their children. I have since had encouraging letters from Mr. Heyde about the school, and I am now on my way to visit it again, and will send a special report after my examination.

Government Normal schools; reduction of establishment in the Lahore Normal school.

116. The only point specially calling for notice in the Normal schools of this circle is the increased economy that has been introduced into their working. The staff of the Lahore Normal school was originally fixed under the impression that in addition to the elementry class, and the 3 ordinary classes of the Normal school, it would be possible to maintain a higher or honor class of those students who desired to qualify themselves for superior posts. But this hope has been disappointed, for, though an honor class has frequently been formed and continued for a few months, the urgent demand for qualified teachers in the better class of schools has always led to its dispersion. It was thought therefore better to reduce the staff of the Normal school to correspond with its ordinary requirements, and consequently the 2nd master, on Rs. 120 a month, was transferred to the zil' school establishment. Since then Mr. Mackintosh, the excellent head master, has been transferred to another appointment, and Mr. George Lewis, B. A, has been appointed in his place on half his salary, Rs. 150 a month. A saving of Rs. 270 a month has thus been effected without any loss of efficiency; but as these reductions did not take place until nearly the end of the year, they have not produced any large effect on the returns for the year. Nevertheless, the expenditure from imperial revenue on the Lahore Normal school has been reduced by them from Rs. 8,448 to Rs. 6,285, and the total cost from Rs. 14,920 to Rs. 12,101. The cost of educating each student has not been materially reduced, except in the Hushyarpur elementary school, in consequence of the decrease of the number of students. This decrease has been due mainly to the difficulty that Deputy Commissioners have found in obtaining men to send to the Normal school on the small salaries offered to them. A number of stipends at Rs. 3 a month for candidates for teacherships were given, and at the first it was found possible to obtain some men at this low rate, but, owing to the recent rise of prices, this has been lately found quite impracticable, and Deputy Commissioners have therefore been obliged to send a smaller number of men on higher stipends. The cost of education, however, when compared with that in 1866-67, or two years ago, shows very considerable reduction, and I expect next year to be able to report a still greater diminution. In 1866-67, the total cost of the education of each pupil was Rs. 179, and the cost to Government was Rs. 104, while in 1868-69, the total cost was only Rs. 139, and the cost to Government only Rs. 72.

Schools at Multan and Hushyarpur.

117. The Multan and Hushyarpur elementary schools remained on the same footing until the end of the year. In Multan the total expenditure diminished from Rs. 921 to Rs. 795, but, owing to a reduction in the number of pupils, the cost of education of each was Rs. 41 higher than in the previous year. At Hushyarpur, on the other hand, an increased number of pupils has raised the expenditure from Rs. 474 to Rs. 733, while the cost of education of each pupil has fallen from Rs. 158 to Rs. 133; on neither of these classes has any money been expended from imperial revenues. After the close of the year the Hushyarpur Persian class was closed, and its pupils transferred to Lahore, and only a Hindi class remained at the former place. This, however, is so thinly attended that I think I shall have to recommend its abolition.

Lahore Normal school building.

118. I alluded in my last report to the unhealthiness of the building then and now occupied by the Lahore Normal school. Since then endeavors have been made to find another building more suitable for a residence for the students, but without success, and I see no other way to escape the difficulty than by building a new Normal school, with barracks for the resident students. It was originally proposed that the Normal school should form part of the new College building near the Hazuri Bagh, and that the students should occupy the same quarters as they do now. It would in my opinion be far better to have a separate building for the Normal school outside the city, the funds for which might be provided by the sale of the present building, and the transfer of the Rs. 10,000 already sanctioned for the Normal school class rooms in the College building.

Examination for certificates.

119. The usual examinations for certificates were held in April and October, and the results were on the whole satisfactory. There were in all 47 candidates at the two examinations, of whom 2 obtained certificates of the 2nd grade, 14 of the 3rd grade, and 23 of the 4th grade, while only 8 failed to obtain any certificates.

Examination of elementary classes.

120. The following table shows the results of the examination of the elementary classes, and they are much more favorable than I was able to report last year. I last year reported that of 78 candidates 13 or 16 6 per cent. only passed, and it will be seen that in the year under review

out of 94 candidates 57 or 60·6 per. cent were successful. In both examinations the Multan and Lahore schools did particularly well.

Name of School.	Number of candidates.	Number who passed.	Number who failed.
Lahore	66	43	23
Multan	14	9	5
Hushyarpur	14	5	9
Total	94	57	37

Private Normal schools.
Female Normal school, Lahore.

121. There are the same 3 private Normal schools as I mentioned last year The Lahore Female Normal school was carefully inspected just after the close of the year by Mrs. Millett, Inspectress of Female Schools of this circle, and her report is annexed to this. The school is divided into three branches, Persian, Hindi, and Gurmukhi, of which the Hindi appears to be decidedly the best. The ages of the students of the Persian class, varying from 13 to 15,* seem much too low for us to hope that they will prove useful as teachers, and Mrs. Millett is of opinion that few of the girls have any intention of accepting employment when they leave school; maps† and school apparatus generally seem much required, and should be supplied; on the whole, however, the schools seem to be in a fair way to progress, and the appointment of a permanent lady superintendent would probably secure their success.

Amritsar Female Normal school.

122. The Amritsar Female Normal school remains in *statu quo*, the arrangements for re-organizing it not having come into operation until after the close of the year.

Normal school of the Christian Education Vernacular Society, Amritsar.

123. The course of study at the Christian Vernacular Education Society's training school, at Amritsar, corresponds in almost every respect with that of the Government Normal schools. The education given is exceedingly good, and the students receive special training in the art of education, which eminently adapts them for their future calling. This is what we have never been able properly to attain in Government Normal schools, owing to the want of trained masters. Three students left this school during the year, having completed their course of study, and they at once obtained employment as teachers, on an average salary of Rs. 15 a month. One is employed in the Amritsar Jail school, and the other two in Mission schools, at Lahore and Bannu. This makes altogether 9 trained teachers that have been turned out of this institution since its establishment. There are still 21 students on the books, of whom 7 will leave during the present year.

124. In conclusion, I have great pleasure in recording that I have everywhere met the greatest readiness on the part of District Officials to accept and act on any suggestions I may have made to them. To all, then, my thanks for their courteous co-operation are due; but I must specially mention the following officers, who have done most for education during the past year:—

T. D. Forsyth, Esquire, C. B., Commissioner, Jalandhar.
H. E. Perkins, Esquire, Deputy Commissioner, Hushyarpur.
Major E. Paske, Deputy Commissioner, Kangra.
Major W. Davies, Deputy Commissioner, Gurdaspur.
D. Fitzpatrick, Esquire, Deputy Commissioner, Amritsar.
G. Knox, Esquire, Deputy Commissioner, Firozpur.
E. O'Brien, Esquire, Assistant Commissioner, Kassūr.
Lieutenant-Colonel Cripps, Commissioner, Multan.
M. Macauliffe, Esquire, Assistant Commissioner, Multan.

A list of the native officials and gentlemen, who have given special assistance to the Department, is annexed.

C. W. W. ALEXANDER,
Inspector of Schools, Lahore Circle.

* The Inspectress must have made some mistake in her estimate of the age of the pupils; some of them are *too old* to do much. A limit of age has been fixed for all new comers W. R. M. Holroyd, *Director P. I. P.*

† The maps required have now arrived from England.—W. R. M. Holroyd, *Director P. I. P.*

RAWAL PINDI CIRCLE.

Inspector—C. PEARSON, Esquire, M. A.

I have the honor to furnish my annual report for the year ending 31st March 1869.

Progress during the year.

2. In the past year there has been some improvement in the case of particular schools, and there has been no general falling off; but I did not observe such decided progress as I had occasion to record in the report for 1867-68, with respect to vernacular schools. The distress caused by impending famine during several months no doubt affected education unfavorably, but under any circumstances the apathy of the people is a serious obstacle to any progressive rise of the standard of education. To remove intolerable abuses is comparatively easy.

Abstract of educational statistics for Rawal Pindi.

3. There are now four zil' schools in the circle, of which three will in future teach up to the Entrance Examination. In the year under review, Gujrat alone sent up students for matriculation. At Gujrat zil' school the number of students on the rolls is 142; at Gujranwala, 77; at Jhang, 92; at Bhera, 132; of whom a large proportion are very young boys. The monthly expenditure on teachers only is Rs. 505 at Gujrat, Rs. 360 at Gujranwala, Rs 275 at Jhang, Rs. 175 at Bhera. Two small branches are connected with the zil' school at Gujrat, and one with that at Jhang. In the seven districts of this circle (Rawal Pindi, Jehlam, Gujrat, Syalkot, Gujranwala, Shahpur, Jhang) there are 15 town schools (vernacular) attended by 1,391 boys, and costing Rs. 7,814 per annum. Village schools number 386. They are attended by 15,731 boys, and cost Rs. 44,647 per annum. Thus Government vernacular schools, town and village, contain 17,000 pupils, and are maintained at a cost of more than Rs. 50,000. Allowing for absentees, about one-fourth of these boys may be considered able to read and write. Perhaps another fourth will remain at school. At least half the boys on the rolls are sent by their parents to be taken care of, and are withdrawn at a very early age. But it should be borne in mind that about one-half only of the boys examined by the Inspector in any school appear before him in the following year, so that more pass through the schools than would appear from the statistics. On the whole I calculate that our vernacular schools in this circle turn out annually some two thousand scholars who have obtained a fair primary education. Three Aided schools occupy the place of zil' schools, viz., the American Presbyterian Mission school at Rawal Pindi, the Church of Scotland Mission school at Syalkot, and the Anglo-vernacular school at Jehlam, managed by the Chaplain of that station. There are besides several schools in which English is taught, established by the Missionaries, or held in connection with Government vernacular schools, the Lawrence Military Asylum at Murree, and other grant-in-aid schools, which will be noticed in due course, as well as Female schools and Jail schools.

Popular education.

4. Whatever way we take the figures, it is impossible to make out that more than one in a thousand of the population annually completes his education at a Government or Aided school. We have therefore nothing yet that can be called a national system of primary instruction, although we are doubtless doing a certain amount of positive good, and are gradually feeling our way to the establishment of a school in every village. Just now opinion is oscillating in favor of fewer and better schools, because cheap schools have been found too often to be good for nothing. But we must not forget that a single school among twenty or thirty villages can do but little for the education of the masses, however much it may contribute to the intellectual development of individuals.

Fees.

5. The amount realized from fees in this circle is small, and would be still more insignificant if allowance were made for contributions from local funds, and subscriptions which appear as fees paid for poor students. No one would believe without experience how unwillingly fees are paid. At Gujranwala, for instance, the zil' school has long been half empty, while the new Mission school, in which no fees were taken, within a year numbered upwards of 300 scholars. The zil' school at Bhera was lately almost deserted, because I was unable to give any encouragement to repeated

applications of the Local Committee for remission of fees. In Jhang District, where the schools are well attended, Rs. 140 were allowed by the Municipal Committee towards the payment of fees for one year. If it were possible to deal with this matter irrespective of general orders, I think it would be well to fill the schools first, and then exact such fees as would keep the numbers within due bounds. For it cannot be good economy to pay a teacher a large salary and then to leave him half occupied because of the impossibility of collecting a few rupees in fees.

Remarks upon the course of study in Govt. and Aided schools.

6. A few words upon the principal subjects of study in our schools may not be out of place.

1st. The English language. Among certain classes of natives a knowledge of English is much prized for its practical value. Very little of the old prejudice remains. Boys educated in zil' schools become useful members of the community in proportion as their knowledge of English is available for the purposes of business. I do not think that the study of Goldsmith and Cowper contributes much to the intellectual culture of the student, nor does he in any appreciable degree become imbued with Western ideas. A few natives no doubt become accomplished English scholars, but zil' school boys, and the majority even of those who complete the college course, acquire little beyond a profitable knowledge of the English language.

2ndly. Persian literature is to the native student what Latin, French, and English authors are to an Englishman. The Gulistan, Bostan, &c., are very good school books, and there is no Urdu literature at all equal in style to the classical Persian. Besides, the peculiar composition of the Urdu language connects it more closely with Persian than English is connected with Latin or German. Some of the best English writers have been ignorant of all languages but their own. I doubt whether any one could be called a good Urdu scholar who has not read more or less Persian. But whatever may be the positive merit of Persian literature in school-education, it has held its ground for centuries both in Persia and India, and enjoys a prestige without which no branch of study can take a prominent place in a scheme of general education.

3rdly. The vernacular is in some danger of being neglected in favor of Persian. The vernacular of our schools is Urdu, although the teachers and boys in country villages invariably speak the Panjabi dialect, or a mixture of Panjabi and Urdu. Urdu books however are understood without difficulty, as the difference of the two dialects is chiefly one of inflections. There are two kinds of Panjabi corresponding to Urdu and Hindi. The one written in the Persian character admits Persian and Arabic words freely, the other goes to Hindi and Sanskrit for such terms as are not found in colloquial usage. As it is impossible to attempt the creation of a literature in each of several local dialects, the Panjab Education Department has doubtless done well to take up Urdu almost exclusively, notwithstanding the high claims which are put forward in behalf of both Hindi and Panjabi.

4thly. Although natives sometimes show considerable aptitude for Arithmetic, practically this subject is by no means successfully studied in our schools. I could not name half-a-dozen schools in this circle where miscellaneous sums are worked readily, and the teachers are generally worse than the boys. One reason of this is, that the Arithmetic which we teach in school is not the Arithmetic used in the shops, and hence is of no practical value except to such few as may get employment in the Public Works Department, or in some survey, where computations are made after the European method. Another reason is, a prejudice against what they consider banya's work. Native students are generally able to master Euclid without any of that difficulty which English boys often experience in the study. Algebra is not made much of, partly on account of the difficulty of the subject, and partly because of the imperfect state of the first books still in use. Some facility in working examples may be attained, but this is not really Algebra.

5thly. History in the vernacular is useful so far as it goes, but that is a very little way. A bald epitome of the reigns of kings is neither useful nor improving, excepting as an outline to be filled up from other sources. I have sometimes thought that such books as the "Confessions of Baber" and the standard Persian Histories might be read with advantage in our vernacular schools. To boys of the third and upper classes there would be no difficulty in the language, and the superiority of *Khafi Khan* over *Waqiat-i-Hind* is as that of Plutarch over Pinnock.

6thly. Geography with us too often means merely the pointing out of towns, rivers, mountains upon the map. Our boys make a really intelligent use of the map of Northern India, Afghanistan, Persia, Arabia, Turkistan, Syria, because the Geography of these countries fits in with their general knowledge, but they seem to have no proper conception of Europe or of the sea. Mecca and Bukhara they can comprehend, but not London and Paris. Bagdad under the Abassides was not altogether unlike Dehli under the Mogals, but mediæval Rome and Venice belong to another world—a world unknown to them through books, pictures or travelling.

Zil' schools.

7. There are now four zil' schools in this circle, three of which will in future teach up to the University Entrance Examination. These schools are doing good work, and are valued by many, but, compared with good schools in England, the discipline and method of teaching are very defective The universal failure of a large majority of the students in all written examinations might seem to indicate some radical defect in our system of education; but I am inclined to lay the blame partly upon the system of examination, which supposes a more perfect school organization than in fact exists. In England, examiners, teachers, students are all *en rapport*. The examiner knows exactly what kind of question to set, and the student knows exactly what kind of answer is required of him. Here the examiner does not know how instruction is given, and the student too often has not been trained to give direct and concise answers. Besides he has read his books as one reads for amusement, not unprofitably, but without arranging his ideas, so as to carry in his mind a distinct recollection of each subject as a whole. Such defects are to be expected in a system of education which is still in its infancy, and we may look forward with confidence to a gradual improvement in proportion as we are able to enlist men of good education as teachers.

Gujrat zil' school.

8. Gujrat zil' school continues to thrive under Mr. Buchanan's zealous and conscientious management. Though there is much room for improvement, there is also much to commend. The failing of the school has always been in discipline and method. The excellency is a large measure of practical success in training young men for occupations suitable to their position in life. Within the last five years 37 boys educated in this school have left for employment, and are now in receipt of salaries ranging from Rs. 15 to Rs. 80 a month Besides which, the daily exercise in habits of industry and order enjoyed by upwards of a hundred boys cannot fail to produce beneficial results independently of those which we test by examination or success in life. At the last Entrance Examination three candidates passed from Gujrat. One, Ghulam Hasan, who passed in the second division, has since been appointed teacher of the Elementary English School at Pasrūr. Another, who has been a teacher in the school for two or three years, has failed on previous occasions, and should have been entered as a teacher. As there was no fourth class at the time of the middle school examination, no candidates from Gujrat were examined excepting one boy who properly belonged to the second class of Bhera zil' school, but had recently been transferred to this school. There are two branch schools, both of which are doing fairly.

Gujranwala zil' school.

9. I was much pleased with the improved state of Gujranwala zil' school when I visited it in February. Mr. Kirkpatrick deserves much credit for the energy and good sense with which he has commenced his duties. He knows but little Urdu as yet, and of course is less efficient in some respects than would otherwise be the case, but I feel confident that he will prove to be an acquisition to the Department. The lower school was not in good order, and needed attention. The Mission school lately started in Gujranwala is numerously attended, and seems likely to interfere with the success of the zil' school, no fees having hitherto been taken in the former. Mr. Kirkpatrick has taken some pains to teach the boys to play cricket. One lad had made considerable progress in batting, but three others whom I examined fell victims to as many consecutive balls.

Jhang zil' school.

10. Jhang zil' school is still going on quite satisfactorily. I had occasion to remark that in English reading, writing from dictation, translation from Urdu into English, and Euclid, this school stood first of any in this circle. At the same time Arithmetic was not well done in the upper school. In the middle and lower schools this and all vernacular subjects had been grossly neglected. The attention of the head master has been particularly directed to this failing, and he will himself be held responsible if he neglects to report the shortcomings of his subordinates. Nevertheless, it is due to Babu Opandar Kishn Bhos to say that the success of the school has been mainly owing to his good management.

Bhera zil' school.

11. I inspected Bhera zil' school in November, when I found only 20 boys remaining in the upper and middle schools of 37 who had been examined by me in the previous February. I took some trouble to ascertain the cause of so considerable a falling off, and found that sufficient reasons were given for the removal of the boys in nearly all cases. Still it was plain that the school was unpopular, no new boys having joined. The cause of unpopularity was, I believe, simply an absurd prejudice against the payment of fees however small. The Local Committee are perpetually striving to have the fees reduced or abolished, and the paucity of numbers might be regarded as something of a strike.

I pointed out to them that the school would certainly be closed unless they showed more appreciation of its value, and the result was that when I again visited the school in March I found 45 boys instead of 20 present in the upper and middle schools. There is reason to hope that the people of the town will in future take more trouble to support the school.

I am quite satisfied with the work of Babu Khetarnath, who, however, is young and somewhat deficient in authority. The other teachers have mostly been working steadily.

General remarks upon vernacular schools.

12. Although the results of vernacular education have hitherto been meagre, a good foundation has been laid. We have learnt by experience what kind of success is possible, and have organized a system which only needs to be developed. The great stimulus in English education is the expectation of lucrative employment. But such vernacular teaching as the people value may be had in towns without having recourse to a Government school, and in villages is not much sought for at all. Under these circumstances our business is to offer a good education to all who can be prevailed upon to accept it, and to raise the standard of instruction by imposing our own terms upon those who seek our assistance, even though it be impossible to educate a people above the requirements of its social condition. Thus the schoolmaster may be compared to a carpenter among savages, for whom he may build better or worse wigwams, but who have no need of palaces and shops.

From this point of view our vernacular schools have been fairly successful, and give promise of increased usefulness, though, if regarded as the organs of a secular proselytism, they have not answered the expectations of their founders.

Classification of vernacular schools.

For the last three years I have made a classification of the results of examination of vernacular schools with a view to mark progress. Last year a remarkable improvement was visible, but in the year under review nothing of the kind has taken place except in the Gujrat District, where the schools have reached a degree of excellence which I have not seen elsewhere in this circle, though a similar statement made by the Deputy Commissioner of Hushyarpur (see Annual Report for 1867-68 by Inspector of Schools of the Lahore Circle, para. 58) gives evidence of the possibility of attaining a still higher standard. The tabular statement given below deserves attention, not only as indicating progress, but also as an abstract of the practical results of our vernacular schools.

Classification of students of Vernacular schools examined by Inspector.

I. STANDARD.—Superior attainments generally.

II. STANDARD.—Ability to read and explain a Persian or Urdu book of ordinary difficulty, and to write neatly and correctly from dictation.

III. STANDARD.—Ability to read and explain *Panjab Singh*, and to write dictation from the same

	DISTRICTS.	No. of schools established on 31st March each year.	No. of schools examined.	Passed I. standard.	Passed II. standard.	Passed III. standard.	Total passed.	Average No. passed in each school.
1868-69 ...	Gujrat	64	64	20	162	599	781	12·2
	Jehlam	57	59	8	155	406	569	9·6
	Jhang	28	29	13	60	183	256	8·8
	Syalkot	104	107	40	221	647	908	8·5
	Gujranwala	57	60	17	104	372	493	8·2
	Rawal Pindi	55	56	21	83	337	441	7·9
	Shahpur	37	39	..	17	175	192	4·9
	Total 1868-69	402	414	119	802	2,719	3,640	8·6
	Total 1867-68	433	424	56	699	2,777	3,532	8·2
	Total 1866-67	425	424	...	...	..	2,658	6·2
1867-68 ...	Jehlam	60	58	7	109	386	502	9·3
	Syalkot	108	110	23	242	735	1,000	9·1
	Gujrat	65	63	4	98	446	548	8·7
	Jhang	29	29	7	39	201	247	8·5
	Gujranwala	74	67	10	122	410	542	8·1
	Rawal Pindi	58	58	3	65	385	453	7·8
	Shahpur	39	39	2	24	214	240	6·1
	Total 1867-68	433	424	56	699	2,777	3,532	8·2

The above tables show a very considerable improvement in 1867-68, and a satisfactory advance in 1868-69, especially in the first and second standards. That the numbers in the third standard fall off in the latter year is due to the fact that no boys of the VII class have been included, as was the case in 1867-68. It will be observed that Syalkot has lost two places, and that Shahpur continues to be far behind. The circumstances in each case will be explained below.

Teachers in vernacular schools.

14. I have continued my practice of examining the teachers, and have shown the results in the district reports. The system is useful in many respects, but the examination is cursory for want of time, and perhaps it may be better to give up the attempt to make a regular classification, and to examine only in particular cases. The following is an abstract of the examinations of teachers :—

District.	No. of teachers examined.	No. of teachers who passed a satisfactory examination in			
		Dictation, Urdu and Persian.	Persian reading.	Arithmetic.	History and Geography.
Rawal Pindi	58	44	23	17	13
Jehlam	69	62	55	37	22
Gujrat	60	60	46	24	21
Shahpur	40	33	29	10	14
Syalkot	112	86	78	40	23
Jhang	30	25	21	6	18
Gujranwala	61	50	45	20	18
Total	430	360	297	154	129

The teachers had taken pains to improve themselves in some cases, but the general results do not differ materially from those of the previous year. It appears that most of the teachers know Urdu and Persian well enough for the requirements of a primary school; but in Arithmetic, History, and Geography, they are lamentably deficient. Those who failed in these subjects were unable to work an easy sum in compound division, rule-of-three, or fractions, and could not answer such questions as to name the principal towns on the Ganges, or the famous battles fought at Panipat. No one properly familiar with his daily work could fail at all, though a teacher may easily pass in Arithmetic, History, and Geography, and still be too ignorant to teach these subjects. Well may one say to them—"If you were to plough and sow in this way, do you think you would ever get a crop?" And they answer—"No, truly! in future we will take pains."

From all this it appears that the subjects peculiar to the Government course of study have never been seriously taken up, although the old system of Persian education has been developed with some success. In fact the standards of classification, given in para 13 of this report, omit Arithmetic, History, and Geography, simply because the results are too meagre to be taken into consideration.

Vernacular schools in Rawal Pindi District.

15. Vernacular schools in Rawal Pindi District consist of two town schools and 53 village schools. The town schools Kalar and Pindi Gheb, although attended by young boys, and not reaching a high standard, are nevertheless in a very satisfactory state. I cannot speak so favorably of the village schools. A few are doing fairly, but the majority have not made such progress as could be desired. The late school muharrir never exercised much influence over the schools, and in consequence the teachers have very little idea of what is required of them. But an additional difficulty is the unpopularity of Government education among the Muhammadans of some parts of this district. Within the year 3 village schools have been reduced, but the number of scholars has increased by 65. These belong solely to the agricultural classes, if we regard the statistics, but the fact is that the people will not pay fees, and hence many are improperly described as agriculturists. The tahsildars have given me every assistance, and, I believe, attend to the schools. Munshi Bhagwan Das, the officiating school muharrir, has given me entire satisfaction since he commenced his duties, and I have reason to hope that the schools will be better organized than has hitherto been the case.

Vernacular schools in Jehlam District.

16. There are two town schools and 58 village schools in Jehlam District. On the whole their condition is satisfactory as compared with others. Of the two town schools, Chakwal had not improved so much as I hoped. Rohtas was as usual rather below the mark. A new teacher at Rohtas and two new assistants at Chakwal have since been appointed. Of village schools Karyala alone is particularly good, and a large number were in indifferent order. There has been a considerable increase in the number of scholars during the year, although 3 schools have been closed The increase in Tahsil Pind Dadan Khan is chiefly due to the compulsory attendance of the miners' children at Khiwra. The school muharrir, Maulvi 'Alim-ud-din, continues to work steadily, and I do not blame him if the progress of the year has been less than I hoped. The tahsildars also have given their assistance.

Vernacular schools in Gujrat District.

17. In Gujrat District there are two town schools, Dinga and Kunjah, both of which have improved, especially the former. There are now 62 village schools. They are more numerously attended and better taught than I have seen them hitherto. A comparison of the results of examination with those of the two previous years will show this very satisfactorily.

Comparative tables of students of the VI. and upper classes passed in Persian and Urdu, Gujrat District.

1866-67	350 passed.
1867-68	548 "
1868-69	718 "

As compared with other districts, Gujrat now stands considerably ahead, and the excellence of some schools furnishes grounds for thinking that the cause of village education is not so hopeless as it is sometimes represented to be. Maulvi Ahmad Hasan, the chief school muharrir, deserves great credit for the energy with which he has devoted himself to the improvement of his schools during the last two years. He has been well supported by the Civil Officers, who have contributed much to the satisfactory results which I now record. The following is an extract from the Deputy Commissioner's report:—

"The returns show that the average age of the boys under instruction in town schools is 11 years, and in village schools 10 years. The schools in the Phaliyan Tahsil are superior to those in the other two parganas; next in order comes Khariyan, and lastly Gujrat. Upon the whole a considerable progress has been made in education during this year, and the attendance has increased. It must be admitted however that the fact of the register showing a large number of pupils is not always a criterion of the satisfactory state of the school, as not seldom a little enquiry shows that the bulk of the boys are little more than infants whom their parents find it convenient to leave in charge of the teacher while they themselves are able to go about their daily avocations without being hampered by little ones. During the year under report I find that the sixth and higher classes contain a greater number of scholars, and this is an undoubted test of improvement. The school muharrir, Ahmad Hasan, maintains his good character for supervision. I believe his reports on the state of the different schools which he has visited, and the capabilities of the respective teachers, to be reliable, as I have occasionally tested them by personal inspection and examination."

With respect to the very young age of the children attending school, the Commissioner suggests that some limit should be fixed. I am inclined to think that the schools are popular and useful as nurseries, and that when there is room in the school-building these little children do no harm. There can be no doubt however that the practice of admitting all comers has given rise to exaggerated notions of the numbers under instruction, and it might be better to admit formally only such as have already acquired some elementary knowledge of reading and writing.

Vernacular schools in Shahpur District.

18. There have never been any town schools in Shahpur District. The number of village schools is now 37. In this district there has been no such improvement as we have seen elsewhere, but I trust that we have at last secured more efficient management. To avoid repetition, I will now give an extract from the Deputy Commissioner's report, which is quite in accord with what I have to say:—

"In my last year's report I remarked on the want of method in the teaching. I think from what I saw of the schools during my tour in the district that there is an improvement in this point, especially in the Sahiwal school, one of the largest, but there is still a great deal of room for further reform. The fault was caused mainly by the bad health of the school muharrir, Abdussalam. He has gone on sick leave, and has been succeeded by Mirza Nawab, a very respectable young man, educated at Dehli College. He is doing very well; and it is contemplated to appoint him in Abdussalam's place, if he should continue to give satisfaction. If the new scheme of the Director of Public Instruction (an excellent one I think) is carried out, a few of the worst village schools will have to be brought under reduction, to the great benefit of the others. The reduction will only be six or seven, as arrangements can be made to keep up some of the others as grant-in-aid schools. In fixing the pay now I try as much as possible to do so by the result of yearly examinations and Inspector's report, and the result is, I think, good; as the teachers then have the incentive of emulation, and now that the pay will be so good, and the appointments will be more valuable, we can expect far better results from the teachers, and will be able to secure a better-read and better class of men."

Vernacular schools in Syalkot District.

19. There are six town schools in Syalkot District, although one only, San Khatra, reaches the standard. Zafarwal, Daska, Pasrur are doing well. Nonar and Ghota are decidedly below the mark. There are 97 village schools, some of which have improved considerably, but I do not find such progress during the year as I hoped. In January a Darbar was held by the Commissioner, at which all the teachers and students of the upper class of each school were present. The affair went off most satisfactorily, and appeared to give much pleasure to those who were admitted. On previous occasions when young boys have been collected from all parts of the district, they have suffered a good deal from cold and wet, so that the plan of assembling only a few of the oldest boys is undoubtedly an improvement. The Deputy Commissioner notices a falling off in the numbers, which he is inclined to attribute to the

scarcity which prevailed during a great part of the year. The chief school muharrir, Ilahi Bakhsh, has been most assiduous, and has constantly visited all his schools. The tahsildars also have done their duty.

Vernacular schools in Gujranwala District.

20. Hafizabad is the only town school in Gujranwala District. It has improved, but the teaching in Arithmetic, History, and Geography is still very bad. The village schools now number 56. They are not generally in good order, but there has been a slight improvement on the whole. Jandiala is actually a better school than the town school at Hafizabad. Pindi Bhatian, which was degraded, now promises to do well. The vernacular school in Gujranwala city, which had almost ceased to exist, has been re-established with better prospects. Inam-ullah, the school muharrir, has discharged his duties with industry and good sense. If he has not been very successful in stirring up a spirit of emulation, he has taken proper notice of failings, and has carried on the work to the best of his ability. The tahsildars have given me every assistance.

The Deputy Commissioner reports—

"That a large number of village schools have already been reduced with a view to equalize the district school fund income and expenditure, but that the number of boys attending has not at the same time been seriously diminished. Some further reduction must still be effected so that there may be a margin to increase the stipends of the badly paid masters, and to afford funds for a few scholarships and prizes. Owing to several causes there has been no general examination this year of the boys of the schools. I regret this very much. I consider such examinations as very useful in every way, and, when accompanied by suitable rewards in the way of scholarships, they produce great results. I should like an examination organized in every zil' as a matter of course. The Inspector of Schools should organize it and set the papers, and the head master of the zil' school could conduct the examination and allot the marks, and if the Deputy Commissioner was thus saved some of the time and trouble thrown upon him, he would no doubt be ready enough to give the necessary orders, and exercise the general control."

I concur fully with the principle of Major Babbage's suggestions. I should, however, prefer to award the prizes and scholarships during my tour through a district, after which some of the teachers and students should be assembled at the sadar station, and addressed in Darbar, as was the case at Syalkot in January last. It may not be convenient to hold a public meeting every year in each district,* but an arrangement of this kind might be carried out as a general rule.

Vernacular schools in Jhang District.

21. Considering the isolated position of Jhang District, very satisfactory progress has been made. The town schools at Maghyana and Chinyot are among the best in the circle, and the village schools are generally doing as well as could be expected. I cannot speak highly of the attainments of the teachers. Their knowledge of History, Geography, and Arithmetic is, in almost all cases, worthless, and many do not even pretend to know anything of these subjects. On the whole it is surprising that so much should have been accomplished with such imperfect instruments. The Deputy Commissioner writes—

"The tahsildars have all taken a greater interest in furthering education, but Rahim-ud-din still continues to keep the lead in this respect. Hukm Chand, the school muharrir, has been favorably mentioned by the Inspector of Schools, and I quite concur in that opinion."

The Normal school.

22. The number of sudents on the rolls of the Normal school was 47 at the close of the year, but the average number was only 41. The report of the last examination for certificates has not yet appeared, but it is creditable to Maulvi Ilahi Bakhsh, the 2nd master; that for 3 or 4 years during which he has officiated as head master, the Rawal Pindi Normal school in proportion to the number of students has generally been equally successful with those of Dehli and Lahore. Babu Jai Gopal Singh, who has hitherto borne a high character in the Department, has recently joined as head master, and I trust that with an increased staff we shall be able to show better results than heretofore. For although this school will bear comparison with others of the same class, the progress made in some subjects of study is by no means what it should be.

No definite arrangement has yet been made with respect to the site of the Normal school. It was proposed to move it to Gujrat, and subsequently barracks at Jehlam were made over for the purpose, which however have again been taken up for the use of troops. Meanwhile, the school, which was in the sadar bazaar at Rawal Pindi, had been transferred to the old tahsil, and now is held in a more commodious building in the city, placed at our disposal by Sirdar Nihal Singh, K. S. I. Gujrat is more central than Rawal Pindi, and will perhaps be found to be the most suitable place for the Normal school, if some of the public buildings there should hereafter be unoccupied.

* In the Ambala Circle it is usual to hold sadar examinations at Ambala and Dehli, which are attended by boys of the three higher classes of the Ambala and Dehli Divisions. Later in the year there is frequently a public distribution of prizes at which the successful students attend.—W. R. M. HOLROYD,—*Director P. I. P.*

Jail schools.

23. I have always given some details of progress in Jail schools, but I shall not do so on this occasion, as I am convinced that the apparent results of examination are quite untrustworthy. It has been the custom of the Jail officials to put forward men who have already some education. Efforts have been made to organize a really efficient system, but I fear hitherto without much success owing to the inability or unwillingness of those concerned to carry out the proposals of the Educational Officers. If we mean to have good schools, it is necessary to employ a sufficient staff of qualified teachers, but the work has not yet been taken up in earnest with such as we have. The following is from Major Babbage's District Report :—

"Of the Jail school, I cannot say much. Some prisoners do undoubtedly learn, and even attain some proficiency in reading and writing, but the little knowledge imparted to the mass is utterly useless, and is mere time thrown away. No prisoner sentenced for less than a year should waste his time over the alphabet. I dare say I may be censured for expressing such opinions, but I think that they are shared, if not expressed, by many besides myself, who like myself have had full time for observation of the Jail schools."

There can be no doubt of the possibility of teaching prisoners to read and write, and the orders of Government are explicit, but universal scepticism as to the fitness of education in Jails paralyses all our attempts. We think that schooling will do no good to an habitual cattle-stealer, and our subordinates mind what we think rather than what we say.

Aided schools.

24. Aided schools in this circle are the Lawrence Asylum at Murree for soldiers' children ; the Murree-*cum*-Rawal Pindi school for children of European descent ; the schools of the American Presbyterian Mission in Rawal Pindi city and cantonment ; Church of Scotland Mission schools at Syalkot, Wazirabad, and Gujrat ; Elementary English schools in connection with Government vernacular schools ; branches of zil' schools ; a few indigenous vernacular schools for boys, and the great majority of female schools. A considerable development of the grant-in-aid system is in contemplation, but must remain in abeyance until the effect of the new regulations respecting municipal taxation is better understood. At the present time in some cases contributions from local funds have been already withdrawn, and it is not plain whence an increase may be expected.

The Murree Lawrence Asylum.

25. Since my last report considerable changes have taken place at the Lawrence Military Asylum. Since the girls have been removed to the new building excessive crowding and other inconveniences have been obviated. Mr. Smithwhite, late Principal of St. Stephen's College at Dehli, has succeeded the Reverend J. B. Morewood as Principal of the Asylum, and I am happy to think that under his management the institution is in a more satisfactory state than has hitherto been the case. The income of the Asylum is quite insufficient to maintain the full number of children for whom there is accommodation, and in order to do full justice to their education a stronger teaching staff is much required. An appeal to the public has been made, but has not met with much success, and it is earnestly to be desired that Government may undertake the whole responsibility without delay.

At present there are 128 children on the rolls, 67 boys and 61 girls. Nearly all the boys are very young. Most of them can read and write English very fairly. Arithmetic is not well done. Urdu has been neglected in the second class. The girls of the first two classes have been well taught by Mrs. Braide, the school mistress. The third class, under the assistant mistress, is also going on satisfactorily, but there is no proper provision for the instruction of the two lowest classes, consisting of very young girls.

The classification was as below, exclusive of a few sick or too young to join a class.

Boys ...	I. class 4	II. class 8	III. class 10	IV. class 9	V. class, 12
Girls ...	I. „ 9	II. „ 16	III. „ 12	IV. „ 10	V. „ 13

Murree-*cum*-Rawal Pindi school for children of European descent.

26. The Murree-*cum*-Rawal Pindi school continues to be of the same character as described in last year's report, but the Committee has at length been awakened to a sense of its duty, and has seriously taken up the question of establishing a lower department for the children of poor persons. This branch will be opened immediately at Rawal Pindi, and the Committee hopes eventually to have a boarding-house in connection with it for the benefit of out-stations. Whether a school master or a mistress or both will be employed, has not yet been determined, and will depend partly upon the age of the children who join, and partly upon the readiness of the public to respond to the Secretary's invitation to subscribe sufficient funds to purchase the houses at Rawal Pindi and Murree, for which they are now paying a ruinous rent. Mr. Harris, the able and energetic Principal, has been suffering from severe illness for some months, but is now convalescent. I have, however, deferred my annual examination until later in the Murree season. Miss Peake, the assistant teacher, deserves great credit for the efficient manner in which she has carried on the work of the school during

the illness of the Principal; and, from what I have seen both at Rawal Pindi and Murree, I am sure that the children have suffered as little as possible.

Rawal Pindi city and cantonment aided schools.

27. The Aided schools at Rawal Pindi, under the management of the American Presbyterian Mission, are—

(1). The city school, which educates up to the University Entrance Examination.

(2). An Anglo-vernacular school of the middle class in cantonments.

(3). A female school.

(4). A vernacular school, chiefly attended by low caste boys in the Regimental Bazaar.

(5). A vernacular branch school in the city.

In the main school English is well taught, but Arithmetic and vernacular subjects have been somewhat neglected. On the whole the progress made will bear comparison with that of any zil' school in this circle. The cantonment as at present constituted seems to entail some waste of power, and the Missionary proposes to transfer all the English classes to the main school, retaining only a lower department here. The abolition of the study of English in the lower school has not yet been followed by the improvement of the vernacular, and consequently the younger boys passed but a poor examination. Perhaps a change of this kind was not likely to be successful all at once, but I think the system will ultimately work well.

The female school, which I have been permitted to visit for the first time, numbers over a hundred girls, of whom 26 can read the Panjabi Testament, and write Gurmukhi from dictation. The building in which the girls sit is close, and they have no idea of discipline, but the progress which they have made in their studies is quite surprising.

The Regimental Bazaar school is both expensive and inefficient. When English was taught, the school was doing well, because there is a demand for servants who can speak English about the barracks, but the class of boys who attend is not one to value general education. The establishment should be reduced to the grade of a primary vernacular school.

In the city branch school there are 118 young boys, of whom two-thirds learn Mahajani or Gurmukhi; the rest Persian and Urdu. It is in fact nearly the same as a mixed indigenous school, and meets the wants of parents who are glad to get rid of their children for some hours in the day.

The educational work carried on by the Rawal Pindi Mission must be extremely valuable, reaching as it does so many homes, and the organization of the schools will gradually be improved under the careful superintendence of the Missionary in charge.

Aided school at Jehlam.

28. The Aided school at Jehlam is managed by the Reverend F. Cadew, the Chaplain of the station, but no money is expended upon it except the grant-in-aid. This has recently been the subject of official correspondence,* and need not be explained here. When I last visited the school in November, I found the English classes doing fairly, but Arithmetic and vernacular subjects had been much neglected. I examined the vernacular teachers, and found some of them to be incompetent from ignorance or physical infirmity. On my recommendation the Manager re-organized the staff of teachers, but with what effect I cannot tell, not having inspected the school since.

Church of Scotland Mission school at Syalkot.

29. A year ago the zil' school at Syalkot was made over to the Church of Scotland Mission and receives a grant-in-aid. Besides the main school there are two branches in the city, and another in cantonments. The same Mission has a middle class school at Wazirabad, and at Gujrat. The Reverend R. Paterson went on leave to England early in the year, and his colleague, the Reverend J P Lang, who used to teach for three hours daily, has since had no leisure to take a share of the regular work in school. The head master, Muhammad Ismail, is most efficient, and the other teachers appeared to be competent. It is to be regretted that the transfer of the school to the Mission has had the effect of breaking up the old connection. Only 13 of those on the rolls in January had been in the Government school six months before, and among those who left the school were about a dozen senior boys who were getting on particularly well. Still the school is in a sounder state than before, and for a new school has made excellent progress.

* This matter has been brought to the notice of Government, and it has been ruled that the school shall remain on its present footing for another year.—W. R. M. Holroyd, *Director P. I. P.*

Of the city branches, one is aided under Article V, and the other under Article XIV. Both are indifferent and expensive vernacular schools of the lower class. The cantonment school is good in Persian and Urdu. Arithmetic is not well done, and the English teaching has been very inefficient.

At Wazirabad only 10 boys had read English beyond the primer, but several had recently left school. The Vernacular classes were quite beginners. The numbers attending were large, viz., 108 learning Urdu and Persian, and a Mahajani class of 50, but the results of examination were not so satisfactory as usual. At Gujrat there are 84 on the rolls, of whom 33 learn English. The school was not doing well, though in better order than at the time of my previous visit. This school will have a better chance when there is again a resident Missionary, but it is overshadowed by the zil' school.

The American Mission school at Gujranwala.

30. The Reverend J. Barr, American Missionary at Gujranwala, has been very successful with the school, which he commenced about a year ago. In February there were no less than 324 names on the rolls, including a Hindi branch. The school had not been thoroughly organized at that time, but some of the classes were being well taught, and there seemed to be good reason to expect continued improvement. The plan upon which the school was started was to take no fees and to supply poor students with books. A grant-in-aid has been sanctioned from April 1869, and from that date of course fees must be paid. It remains to be seen how far this condition will interfere with the success of the school, but as Government does not require the personal payment of fees, the Missionary will no doubt manage to save the grant.

Church of England Mission school at Narowal.

31. In my last annual report I was compelled to make unfavorable mention of the Narowal school belonging to the Amritsar Mission, and to give notice that the grant-in-aid would be reduced or withdrawn unless a decided improvement took place. When I visited the school in January, I found that although vernacular subjects received due attention, the English classes were almost worthless. In consequence of my report the grant has been reduced from Rs. 80 to Rs. 50, which latter sum would be ample even if the school were in good order.

Narowal is a small poor place, and is never likely to have a superior school, but the defects of which I had to complain could be due only to gross neglect of duty on the part of the head master.

Elementary English schools.

32. Several of the Aided schools already noticed might be described as Elementary English schools, but the term has been reserved for the English classes connected with some Government town and village schools.

The question of Elementary English schools is a very difficult one. A smattering of English can hardly be called education, and is not likely to be of any practical use; but on the other hand these schools are undoubtedly popular in some places, and thus may to some extent form a sympathetic bond between the ruling and subject races. In practice the chief objection to schools of this kind is that some of them are always in bad order, partly owing to the difficulty of getting trustworthy teachers, and partly for want of frequent inspection. There are schools in this circle which have never been worth keeping up, and others which are in all respects equal to the corresponding classes of zil' schools. On the whole I think that Elementary English schools should never be forced upon the people, as sometimes was the case, but when the people much desire them, that the usual grant-in-aid should be allowed. The Deputy Commissioner of Gujranwala suggests that the head master of the zil' school should visit the Elementary English schools in the district once in a quarter. I am myself much averse to taking away the head master of a school for any purpose if it can be avoided. The good which he may do away from his post is trifling compared with the harm which is done in his absence. But the teacher might bring the boys who have passed through the lowest class to meet the Inspector at the zil' school when he makes his periodical visits. Once or twice I have summoned Elementary English schools to the sadr in this way, but have not made a regular practice of it.

Elementary English schools in Syalkot District.

33. There are four Elementary English schools in Syalkot District. That at Zafarwal has been going on well for some years, and still maintains its character. The school at Pasrūr has never been successful. A year ago it promised to do well under a new teacher, but the man neglected his duty, and in January I found nothing left of the school. Ghulam Hasan, of Gujrat zil' school, who passed the last Entrance Examination in the second division, has now been appointed. I believe that the constant failure of this school has been owing entirely to the incapacity or misconduct of successive teachers; but should it continue to be in bad order, it will be necessary to withdraw the grant-in-aid.

In my last report I spoke highly of the Elementary English school at Daska. The teacher obtained another appointment, and the school dwindled away to nothing under his successor. Another man has since been tried.

The school at Jamke was started about two years ago, and has recently obtained a grant-in-aid. The first teacher was the man who ruined Daska school, as described above. He seems to have done little good at Jamke, but satisfactory progress had been made since his transfer.

It was suggested to the people of Jamke that instead of having a school of their own, they should contribute to the maintenance of promising boys who might be sent to some zil' school for English education. But upon enquiry it appeared that they wanted an English school for their own children, being moved by the success of a few English students in the district, and had no desire to help their neighbours.

Elementary English schools in Gujranwala District.

34. In Gujranwala District the Elementary English school at Ramnagar has been doing well since it has been in charge of Maula Dad, formerly teacher at Akalgarh. The school at Akalgarh has since failed completely, and has at last been closed. The English school at Batala, kept up chiefly for Sirdar Jhanda Singh's sons, was as usual not very flourishing. I think a new teacher should be tried, as this man has been repeatedly warned without effect, and appears to be dissatisfied with his position.

Elementary English schools in Jhang District.

35. The Elementary English schools at Shorkot and Maghyana continue to do very well. In the latter 49 learn English. The classes are II, III, and IV of the middle school. The Shorkot boys are less advanced, though making satisfactory progress. In all 31 are learning English, of whom 20 are beyond the primer.

Elementary English schools in Shahpur District.

36. The Elementary English school at Shahpur is not in good order, although a fair amount of work is going on. Reading, dictation, and copy-writing were all done in an imperfect and slovenly manner. I thought it necessary to warn the teacher that he will be required to make a better show next time. The school at Khushab had made no progress whatever in the space of a year and a half. A year before I recommended the dismissal of the teacher, who was quite incompetent. He has at length been discharged, and his place has been taken by a young man who has done well as assistant teacher in Jhang zil' school.

Elementary English school in Jehlam District.

37. An Elementary English school was started at Pind Dadan Khan in November. I visited it immediately after it commenced work, and found it numerously attended. I saw it again in March. Fair progress had been made in the interval. As a number of Europeans are employed about the Salt Mines, Pind Dadun Khan is particularly in need of an English school, and there seems to be little doubt that it will be successful.

Female education.

38. One of the chief obstacles to success in the organization of female schools, or, more correctly speaking, one of the chief reasons why we are so often deceived in this matter, is our ignorance of native domestic life. From enquiries that I have made, and from facts which I have observed, I have myself no doubt whatever, that indigenous schools are to be found everywhere in which little girls are taught to read the Quran or Shastras. I have also no doubt that the great majority of female schools supported or aided by Government are nothing more or less than the old indigenous schools, while the people gladly enough accept stipends for their favourite Mullas and Pandahs. Of course the religious school furnishes a nucleus which should not be disregarded, and the teacher in some cases is induced to teach the vernacular in addition to the regular course of instruction; but when it is proposed to substitute female* for male teachers, it must be borne in mind that this is much more than a question of school detail. I will not say that these schools will cease to exist under female teachers, but the religious object which the parents have in view has nothing in common with secular education, and some new motive must be found before they will consent to send their children to a school mistress. Why there should be so much misconception about the facts of the case, it is not easy to explain. People imagine that native gentlemen must know everything about native society; but if any Englishman reflects how little he knows of the society of his own countrymen out of his own clique, it does not appear strange that men who are incurious as to the welfare of their neighbours should be

* It will be very desirable to induce the female relatives of male teachers to undergo training at the Normal schools, so that the men now employed may find it advantageous to facilitate the introduction of the new system.—W. R. M. Holroyd, *Director P. I. P.*

ignorant of their habits. I have been often assured by natives that no such a thing as female education existed before Government took up the question, except to a limited extent among the Musalmans. I have often been assured that there are religious schools for girls, both Hindu and Musalman, in almost every village, and have been from time immemorial. I think the latter account is nearer the truth, because I have seen a few of these schools in various places, and find the system of instruction to be too uniform to be exceptional. No doubt the system is traditional and widely spread. The Deputy Commissioner of Syalkot has stated that in most of the schools in his district the instruction is still purely religious.* If these schools were a new invention of a British Officer, how could this be the case? There is nothing new in Bedi Khem Singh's female schools in Rawal Pindi and Jehlam. He may have increased the number with the assistance which he receives from Government, but no approach has yet been made towards a system of secular education. I am far from supposing that indigenous female schools are useless. Only the conclusion which I draw from the above considerations is, that Government money should be spent only upon such female schools as are regularly organized and inspected.† At present in most cases we are merely giving pensions to religious persons, who, however deserving, have no claim upon the educational budget.

Government and Aided Female schools of this circle.

39. The Female schools supported or aided by Government in this circle consist of 12 schools dependent upon imperial revenue, viz, 4 in Jehlam; 2 in Shahpur; 6 in Jhang. 145 Aided schools in Syalkot, of which 107 are attended by Musalmans, and 38 by Hindus. In Gujranwala 9 schools. In Rawal Pindi and Jehlam 108 schools, maintained by Bedi Khem Singh, of which 7 are for Musalmans, and the rest for Hindus. There are also 2 Mission schools at Wazirabad, and one at Rawal Pindi. Besides the above, Female schools are maintained by the Municipalities of Rawal Pindi and Jhang, which receive no support from Government.

Of the above I inspected the Mission school at Rawal Pindi (see para. 29). The school at Jehlam, which I saw two years before, had made no progress in the interval. Two or three little girls had commenced Urdu: the rest were busy upon the usual religious course. The schools at Daska had fallen off since the dismissal of the Inspectress.

Female Normal school at Syalkot.

40. In accordance with the advice of Miss Carpenter, a Female Normal school has been established at Syalkot under the management of the Deputy Commissioner. Major Miller, who is officiating for Lieutenant-Colonel Mercer, reports as follows:—

"The new Normal school for training school mistresses is now an accomplished fact, having been started on 1st April 1869. An intelligent and suitable lady superintendent (Mrs. Rule) has been engaged on a salary of Rs. 150 a month. It is difficult to obtain the services of competent native females for the post of school mistress, but I hope very soon to succeed in this also. Meanwhile Mrs. Rule, with the aid of one or two educated females, will be able to carry on the work, pending other arrangements. She knows the language well colloquially, and is now being taught to read and write it.

"We cannot hope for great results at the commencement, and it will be necessary at first starting to combine fancy-work, such as embroidery and the like, with the more solid branches of education. When the pupils become interested they will have no wish to leave. The Reverend Mr. Lang of the Scotch Mission has very kindly made over the Branch Mission school building in the city for one year, in exchange for a building we do not require, and which is not conveniently situated for our Normal school. A house in the Fort has been obtained for the lady superintendent through the kindness of the Commissioner, as a temporary arrangement, or until a suitable house can be built."

In another letter the Deputy Commissioner gives further particulars—

"There are at present 10 pupils, of whom two receive Rs. 10 per mensem, and will act as assistant teachers until some other arrangement can be made. This amount includes their stipend, so that they will receive Rs. 8 in cash per month. The others receive a stipend of Rs. 7 per month, of which Rs. 2 are deducted for books, &c. All of these women have been educated in the Native Female schools of the district.

"Of the above ten pupils--

3 are of the Khatri class,
3 ,, ,, Kashmiri,
2 ,, ,, Sayads,
2 ,, ,, Sunnyars.

"Their average age is 25 years. Two are widows, and the rest are married.

"No girls from the Orphanage have been admitted. None of those admitted know the English language.

"Their training will, it is proposed, extend over a period of three years.

"It is not proposed to bind them down for the first few months. Any attempt to do so would cause them to abandon the school. Such at least is the opinion of all the natives who are interested in the scheme. Eventually I propose to bind the pupils down by a written agreement to remain in the school until completion of their studies,

* The majority may be new schools modelled on the few indigenous schools which previously existed. Being under no efficient control, the teachers would naturally assimilate these female schools to those with which they were already acquainted.—W. R. M. HOLROYD, *Director P. I. P.*

† All schools will be gradually brought under inspection and made to conform to a proper system. I have always considered it a mistake to maintain or aid schools not open to inspection, and this was, I believe, the opinion of the late Director; care, however, must be exercised in dealing with existing schools; all of course will be open to the Inspectress.—W. R. M. HOLROYD, *Director P. I. P.*

say for 3 years, and to act as school mistresses on quitting the Normal school. Any breach of the agreement without satisfactory reasons being assigned to necessitate the refund of the whole stipend from date of entrance. There are 15 native female schools in the city, and the Normal school pupils who belong to Syalkot will act as teachers in them.

"Whatever may be the result of this experiment, it is plain from the above that nothing has been omitted to give the Normal school a fair chance."

Indigenous schools.

41. From the returns of Indigenous schools in this circle it appears that there are upwards of 25,000 boys on the rolls, of whom nearly 20,000 are Musalmans. The majority of these are children who merely learn to read the Quran by rote, and are further instructed in a few of the simplest ceremonial observances of their religion. Many of the Hindu schools are of the same character, and so far resemble the girls' schools described above. Only for the boys there is sometimes secular education, either in connection with the religious schools, or separately. Secular education consists of Persian and Urdu for those who are being trained for muharrirs, whether Hindu or Muhammadan, and book-keeping for the children of tradesmen.

In the religious schools they do not seem to have any idea of the value of reading and writing for general purposes, although the rudiments of education must often be acquired here.

The figures returned from Jehlam are, as before, much higher than in any other district. I cannot account for the difference, but I suspect that the numbers are not at all correct in any case, and even if correct, they prove nothing as to the opportunities of education apart from the Government schools.

Some indigenous schools have been aided under Article XIV, but the system is not very successful. Perhaps parents withhold the usual fees when they learn that a teacher enjoys a stipend from Government. Anyhow no great eagerness is displayed to obtain one of these grants, and although fair warning has been given, I have rarely found that any trouble has been taken to improve a school in anticipation of the Inspector's visit. Latterly I have used the allowance sanctioned under Article XIV chiefly for the support of Government village schools, which otherwise must have been closed for want of funds.

Notice of the Deputy Inspector and others.

42. Maulvi Muhammad 'Ali, the Deputy Inspector, has been employed in this circle for many years, and is intimately acquainted with the circumstances of the schools. As the numbers increase I have been obliged to delegate to him a greater share than formerly of the work of examination, and I have every reason to be satisfied with the way in which he has performed his duties. The school muharrirs have already been noticed in connection with their work. I have to thank several Native gentlemen for their co-operation, especially Sirdar Nihal Singh, K. S. I., Myan Abd-ul-rahman, and other members of the Municipal Committee at Rawal Pindi, and also the tahsildars and naib-tahsildars in the several districts. A nominal list accompanies this report.

Acknowledgments to Civil Officers.

43. I am much indebted to the Civil Officers for their courtesy and assistance on all occasions. It is difficult to say who has done most in the cause of education; but my own acknowledgments are specially due to Lieutenant-Colonel T. W. Mercer and Major F. J. Miller for their exertions in behalf of the Female Normal school at Syalkot; to Major J. B. Smyly, Deputy Commissioner of Gujrat, who has the best vernacular schools in this circle; to Major Ferris, Deputy Commissioner of Jhang; to Captain Johnstone, Deputy Commissioner of Shahpur; to Mr. F. E. Moore, Assistant Commissioner at Pind Dadan Khan; and Mr. E. H Harrison, C. S., Assistant Commissioner at Rawal Pindi, with all of whom I have had a good deal of correspondence on various subjects, and who have been always ready to give their attention to such matters as I had occasion to bring before them.

C. PEARSON,

Inspector of Schools, Rawal Pindi Circle.

FRONTIER CIRCLE.

Inspector—D. W. THOMPSON, Esquire.

Annual Educational Report for 1868-69.

I forward herewith, for the year ending 31st March 1869, my Annual Educational Report for the Frontier Circle, of which I have the honor to be the Officiating Inspector.

Inspector's movements.

2. I commenced my cold weather tour for the past year from Abbottabad, in the Hazara District, on the 4th October, and ended it at Dera Ismail Khan on the 31st March. As this was the close of the official year, and not very far from the time for the mid-summer inspection of zil' schools, I settled on staying at Dera Ismail Khan, drawing up my annual report, looking over Normal school examination papers, visiting the few schools of this district not inspected up to the close of the year, till the beginning of June, and then going on my mid-summer visit of the Dera Gazi Khan, Rajanpur, Kohat, and Abbottabad zil' schools.

Extent of circle.

3. In the whole of my circle, which is comprised of the seven districts of Hazara, Peshawar, Kohat, Bannu, Dera Ismail Khan, Dera Gazi Khan, and Muzaffargarh, there are—

No. of schools and students

4. Of Anglo-vernacular schools, 9 containing 687 students learning English; and an aggregate number on the rolls of 1,049.

Of Vernacular schools there are—

2 of the higher grade or Normal schools containing ...	28	students.
3 of the middle or town schools	436	„
9 Branch schools, with 55 boys learning English, and an aggregate roll number of	342	„
146 Village schools	4,658	„
2 Jail schools	57	„

Making in all, of Government and Aided Male schools, 171 schools; 742 students learning English, and 6,570 on the register, in the whole of the Frontier Circle.

Comparative statements for two past years.

5. Comparing some of these figures with corresponding ones for the previous year, we have the following:—

	1867-68.	1868-69.	Difference.
Village vernacular schools	179	146	−33
Total number of students in village schools	5,033	4,657	−376
Students learning English	726	742	+16
Total number of students in Government and Aided schools ..	6,810	6,570	−240
Total number of Government and Aided schools	201	171	−30

Reduction of schools.

6. Notwithstanding the reduction of 30 schools during the year, we have a decrease of only 240 students, and as the closing of one school, the Government one at Peshawar, struck 149 names off the register, the effects produced on our registers for the year under review by the closing of 29 schools is a decrease of 91 names.

7. The increase of 16 English-learning students, in spite of the reduction of the Peshawar school, which had 103 on its rolls, shows a fair improvement in the other English schools, which will be referred to hereafter.

Increase o English scholars.

8. Now to go into details. The Anglo-vernacular schools are divided thus, viz.:—

Number of Anglo vernacular schools.

3 Government schools, at Dera Gazi Khan, Kohat, and Abbottabad.

4 Mission schools, the Peshawar city, Peshawar cantonment, Bannu, and Dera Ismail Khan; and 2 other Aided schools, at Rajanpur and Hoti Mardan.

9. The Dera Gazi Khan school has got a—

Dera Gazi Khan zil' school.

Higher department with	4	students in the	2nd class.
Do. do.	2	do.	3rd do.
Total	6	students.	
Middle department with	7	students in the	1st class.
Do. do.	7	do.	2nd do.
Do. do.	12	do.	3rd do.
Do. do.	40	do.	4th do
Total	66	students.	
Lower department with	6	students in the	1st class,
Do. do.	24	do.	2nd do.
Do. do,	97	do.	3rd do.
Total	127	students.	

Making in all a grand total of ..... 199 students. The number on the rolls of the school at the end of the previous year was 161, leaving an increase of 38 names during the year.

10. I held two examinations of this school, partly oral and partly written, one in July and the other in January, the remarks on which I forwarded to you, and which on the whole may be taken as satisfactory.

Six-monthly oral examination.

11. I was, however, disappointed with the results of the written examination in December last, given by the 2nd class, and thoroughly disgusted with those of the students at the middle school examination in January.

Written examination of 2nd class and middle school.

12. In the December examination of the 2nd class, 2 students out of 3 passed in three out of four subjects, and, most curious to say, all three got no mark at all for English Poetry, though they sent up answers in that subject. I can only venture to hope that this was owing to the answer papers not having reached the examiner, or to their having been accidentally overlooked, and not to the entire failure of the three students in their answers.*

2nd class English Poetry papers not examined.

13. At the middle school examination in January, out of 9 candidates, only 2 passed into the higher department, but neither of these obtained certificates, as they had not passed in all subjects. There was a general failure in Urdu, for which the only excuse that can be put forward is, that the change, caused by the formation, during the past year, of the zil' school into the higher, middle and lower departments, rendered the staff of vernacular teachers for some time very insufficient for the wants of the school.

Middle school examination.

14. Two students competed at the last Calcutta University Entrance Examination in December 1868, and both were successful in passing it; and what is more satisfactory still, both have entered the Lahore Government College.

Students passed Calcutta Entrance Examination.

15. Arrangements were being made, but had not been finished at the end of the year,† to support the lower school and establish two branches on the grant-in-aid system.

Lower and Branch schools on grant-in-aid principle.

* Since the above was written, it was found out on enquiry from the Examiner, that these answer papers had been received by him, but were accidentally mislaid, and not examined.

† Sanction for the above has since been received.

Kohat English school.

16. The following changes took place in the English school at Kohat. On the 1st of April it was converted into a zil' school, maintained both by Government and by grant-in-aid. In the same month Pir Bakhsh, formerly 2nd English teacher of the late zil' school at Peshawar, was appointed head master here, *vice* Mr. Jennings resigned, and not long after the school was divided—

Into the middle department	with	6	boys in the 3rd class.
Ditto ditto	with	19	do. 4th do.
Total		25	boys in the two classes.
And lower department	with	22	boys in the 2nd do.
Ditto ditto		36	do. 3rd do.
Total		58	

Or in the whole school a grand total of 83 boys.

Increase of attendance.

17. There is an increase on the rolls of 13 names since the previous year, but the average of daily attendance for both years is the same.

Mid-summer oral examination.

18. On the last examination of the school, I made amongst others the following remarks in the school visitors' book, and in the report forwarded to you: 1st, I found some irregularities in the studies of some of the classes, such as some boys learning the English books of one class and the vernacular ones in another; 2nd, some of the classes bad in Arithmetic; 3rd, that the school was on the whole getting on satisfactorily, and that the head master, Pir Bakhsh, appeared to be popular with the boys; and 4th, that as one or two attempts to establish the levying of monthly fees had failed, I had made another attempt, and, with your permission, desired the head master to keep all the collections in his hands, and makeuse of them among the boys themselves.

Fees.

19. The result of this arrangement of the fees is the following:—The amounts collected the first two or three months were Rs. 5 and 6, and at length got up, at the close of the year, to as high as Rs 8 a month; after paying away Rs. 5 every month in scholarships, and a few rupees in jumping poles, weights, &c., there was a balance in hand on the 31st of March of Rs. 19-13; with this sum I hope to commence the erection of a small gymnasium, to which additions will be made according as fees are received from the students.

Extract from Deputy Commissioner's report.

20. The following is extracted from the remarks of the Deputy Commissioner of Kohat, made on the occasion of the distribution of prizes in March last:—

"I consider the head master, Pir Bakhsh, a most deserving man, and he apparently takes great trouble with his school, and is well spoken of by the native community."

Abbottabad English school.

21. The Abbottabad English school has—

In the middle department	a 3rd class	with 4	students.
Ditto	4th „	4	„
Total		8	„
In the lower department	a 1st class	with 13	students.
Ditto	2nd „	9	„
Ditto	3rd „	24	„
Total		46	„

Or a grand total of 54 students at the end of the year, or 9 less than the number for the previous year.

Changes in staff.

22. Great changes have taken place in the staff of teachers during the year. Kanh Singh, the head master, was succeeded by Uma Shankar, head master of the Jagadhri school. Salig Ram, the 2nd teacher, not having given satisfaction, was told he would have to give way to another; but before that other arrived, Salig Ram left the school for another appointment that he managed to secure for himself.

Second English teacher not required.

23. As, according to the new scheme of studies, there were only two regular English classes at the time of his departure, I suggested to you not to fill his place, as there was really nothing for a second English teacher to do. What few boys there were in the lower school, who were unwilling to give up their

English, I desired one of the vernacular teachers, who knew a little English, to attend to for an hour a-day. But he also left his post in this school to take charge of another in the Rawal Pindi Circle at the particular request of the Inspector of the Rawal Pindi Circle.

Expenditure on school too large.

24. Before any steps are taken to re-arrange the school staff, both English and vernacular, I wish to state that I think the sanctioned expenditure of upwards of Rs. 150 per mensem is far too much, and the former staff of teachers too large for the present, or, as far as can be judged, for the future requirements of the school.

Compared with Rajanpur and Kohat.

25. The English schools at Rajanpur and Kohat are both working on a far smaller expenditure, though they are each of them larger than the Abbottabad one. Nor are there much prospects of there ever being a very thriving school in Abbottabad, seeing there is no city but only a bazaar and a couple of Regiments to furnish the students.

Recommended to be reduced.

26. I am of opinion that an English teacher* on Rs. 50, a vernacular one on Rs. 25, and a third to assist in teaching both English and the vernacular on Rs. 15 per mensem, will be amply sufficient for the requirements of the school for many a day to come; and this would incur an expenditure of Rs. 90 per mensem.

Fees.

27. I have been allowed by you to appropriate the school fees, the levying of which was commenced here during the year, to the use of the school, as is done at Kohat. This plan will be carried out from the 1st month of the new year.

Lower department.

28. The lower department of this school has not yet been maintained on the grant-in-aid principle, but I hope it will before long.

Peshawar Mission (city) school.

29. The Peshawar Mission (city) school had at the close of—

	On the rolls.	Daily average attendance.	Learning English.
1867-68	201	132	109
1868-69	255	204	212
Showing an increase of ...	54	72	103

Number on the rolls.

30 After the closing of the Government English school at Peshawar in April 1868, 85 students who attended it joined the Mission one, which accounts for the great increase in the number of English-learning students, but the excess of the number on the past year's rolls over that of the preceding one being less than the number of boys who went over from the Government school, shows that without this addition there would have been rather a decrease on the rolls at the end of the year under review.

Baptism of two boys.

31. I am told by the Manager, Mr. Ridley, that the baptism of two of the scholars not long ago had the effect of frightening away others† from the school, but he seemed to think that the little harm caused by the affair would be only temporary.‡

Examination of school.

32. On my examination of the school in October last, which I reported to be on the whole very satisfactory, I made the following few remarks:— That the number on the rolls for that month was 263; that the Missionaries, Messrs. Ridley and Wade, gave up two hours a-day to teaching, besides the time engaged in supervision; that 90 students of the late Peshawar Government school had joined this one; and lastly, that only 8 students came in from the district.

Reverend Mr. Wade on leave.

33. Since then, the school has lost for a while the services of the Reverend Mr. Wade, who has gone to Europe on leave.

* Unless there should appear to be a better prospect of a fair attendance in the middle school, it will not be worth while to employ an English teacher here at all. The neighbouring town of Harripur would perhaps be a more favorable locality for an English school.—W. R. M. HOLROYD, *Director P. I. P.*

† 41 Students from the main school, and 17 from one of the branches, are said to have left in consequence, but 25 of them have already returned.

‡ The Manager, in his note on this subject, received since the above was written, observes that the teachers did not manifest any feeling at the time; a little excitement has been observed since among the Muhammadan teachers.

34. The classification of the whole school is as follows:—

Classification.

Higher	department,	1st	class,	4	students.
"	"	3rd	"	2	"
Middle	"	1st	"	17	"
"	"	2nd	"	21	"
"	"	3rd	"	16	"
"	"	4th	"	20	"
Lower	"	1st	"	24	"
"	"	2nd	"	37	"
"	"	3rd	"	21	"
"	"	4th	"	70	"

and a class of 23 boys not counted in the general scheme.

35. The Peshawar Mission cantonment school, which, along with the branches, are under the management of the Reverend Mr. Ridley, had, on its rolls, at the end of March 1869, 112 names, with an average daily attendance of 84, compared with 101 and 61 for the year before.

Peshawar Mission cantonment school.

36. At my last visit here, the 3rd class was the highest, containing three scholars, who were reading the English Course for the Calcutta Entrance Examination, which book, I remarked at the time, I thought was too difficult for them. The old classification is still kept up here.

Examination of schools.

37. The branch schools are now five in number, but with only 183 registered students, whereas in the four that existed the previous year there were 195. There is an increase, however, of 30 in the average daily attendance. A few boys are learning English in these schools; but it is hoped that this study will be stopt altogether in them before long.

Mission branch schools.

38. Before I leave off writing on the educational operations of the Mission in Peshawar, I may as well mention here the progress of the Female school there, as it is the only Female school now in existence on the Frontier. It commenced receiving a Government grant of Rs. 30 per mensem at the beginning of the year, and had 54 names, all Muhammadans, on the register in March last, and an average daily attendance of 27.

Female school.

39. I am not allowed to see it, but the following accounts have been furnished me by Mr. and Mrs. Ridley.

Mrs. Ridley's account of Female school.

Mrs. Ridley says—

"When I last wrote, I hoped to have given an account of a second girls' school this year in Peshawar. Indeed I had taken a house near the Gur Kattri for the purpose of establishing one, but the death of my principal teacher last October has prevented my carrying out the intention, for up to the present time I have found no one capable of supplying her place, and have thought it wiser to concentrate the strength I have on the school.

"In spite of the difficulties in consequence of the death of the Mulani, the average attendance has nearly doubled. In March 1868 the average attendance was 26, in April 20, and now it has risen to 40. Indeed the room is now so full that it has been found necessary to buy a piece of ground close to the old school, and build a new one, which will, I hope, be ready for use in about a fortnight. One of the pupils, who has become a teacher lately, and who I hope will have influence in the school, is the wife of a Shahzada; her daughter is a pupil there as well. I think the progress on the whole during the year has been satisfactory. The elder girls read, and take pleasure in *understanding* what they read; they are learning to write, and are doing addition sums. In addition to the girls' school, three young girls in a Qazi's zanana are learning to read and write; it is in vain to hope to get such girls, unless they are very near to come to a girls' school.

"I send one of the monitresses daily to teach them, and go myself always once a week, and sometimes oftener; last week in another Qazi's house.

"The greatest drawback is the want of good teachers, and I think the introduction of trained teachers from other places would, in the present state of things here, fail in obtaining the confidence of the people.

40. Also Mr. Ridley says—

Mr. Ridley's letter on girls' school.

"In the girls' school the 1st class read Persian and Urdu. In the two lower classes some read only Persian, but most both languages. They have lately asked to be taught English, but Mrs. Ridley does not encourage this.

"The books read are as follows:—

Urdu, Tahsil-ul-t'alim, Panjab Singh, Urdu Scripture History and the New Testament. Persian, Karima, Gulistan, and New Testament. All are learning to write, and some can already write from dictation.

"The 1st class girls can do addition sums, and many of the little ones have made considerable progress in numeration, can write figures down as far as hundreds of thousands; some are learning the multiplication table."

41. I think that the fear, entertained by Mrs. Ridley, of the people not being favorably disposed towards a teacher from another part of the country, would after a short trial be likely to vanish; as the confidence of the people, which Mrs. Ridley has gained for herself, would doubtless soon be also secured for any teacher, no matter where she came from, that

Mrs. Ridley's fear of strange teachers.

the people saw was fully approved of by Mrs. Ridley; provided of course that there were no religious prejudices in the way, which could be easily taken care of, since the whole school is composed of Muhammadans.

The building of the Female school obstructed.

42. Mr. Ridley writes thus regarding a scene that took place at the building of the girls' school-house referred to by Mrs. Ridley:—

"Again the Female school has been in a state of ferment. The number so increased that a larger and better school-building was necessary. I therefore purchased some ground adjoining the present school, and have been pushing forward the building vigorously. The neighbours took alarm, imagining that such work meant something very dreadful to their well-being, and hence they as vigorously set to work to impede it. They succeeded so far as to induce the Judge of the Small Cause Court to issue an order for the stoppage of work for one month. This emboldened the people; and though during the month nothing transpired to justify the claims of those who contended that the man who sold me the ground did so without legal right, still they would not yield, though the law was against them.

"Last Saturday a man armed to the teeth dared any of the many men I have employed to proceed with the building, and on riding down I found them in the road afraid to venture on this work. By a little stratagem I however suddenly seized the fellow, disarmed him, and sent him to prison. These disturbances have frightened some of the girls very much. At one time the teachers said they must give up their posts, they were so threatened. I quite expected the whole school would have been broken up, at least for a time, but matters are now mending."

Bannu Mission school.

43. The Bannu Mission school had at the end of—

	On rolls.	Average daily attendance.
1867-68	105	66
And at the end of 1868-69	97	76

showing a decrease on the rolls and increase in the attendance of 8 and 10 respectively.

Old classification.

44. There is still the old classification here, consisting of the 8th, 9th, and 10th regular classes; and one other of 14 Bannuchi boys, all these latter being mere beginners. In my report on the last examination of the school, I remarked that some improvements had taken place; the classification had become more regular; the Arithmetic of some of the classes, that had been noticed on a previous occasion as being bad, was decidedly improved; and the English staff had been increased by the appointment of a 2nd teacher.

Dera Ismail Khan Mission school.

45. The number on the rolls of the Dera Ismail Khan Mission school increased during the year from 196 to 223, and the average daily attendance for the whole year was 186. It is so lately since I sent up my report on the last examination of this school, that it is needless to refer to it again: the old classification I found still in existence here also, consisting of 4th to the 10th regular classes; a Hindi class of 20 boys and a class of about 60 others, some commencing the letters of the alphabet, others able to read a few words from the Tahsil-ul-t'alim.

Middle school examination.

46. At the last middle school examination, 5 students out of 7 qualified themselves for the higher department, three of them gaining certificates, and two of them being awarded special prizes in Arithmetic.

Branch schools.

47. The branches attached to this school are 4 in number, containing altogether 159 boys, with an average daily attendance of 96.

Branches closed during the year.

48. Three of these schools were in existence at the end of 1867, but had to be closed from want of funds; and a grant having been obtained in January last, they were again re-opened, and a 4th school was established at the same time.

Managers.

49. The Mission schools at Dera Ismail Khan and Bannu are under the management of the Reverend D. Brodie, and the Reverend R. Bateman, the latter of whom, as I mentioned in my last report on the Dera Ismail Khan school, spends 3 hours daily in teaching, besides 2 hours in general supervision.

Delay in rewards to Mission school.

50. Mr. Brodie in a letter to me in January last drew my attention to the great disadvantage under which Mission schools in comparison to Government schools (meaning of course the vernacular ones) lie in having to make formal applications for reward grants, thereby entailing a great loss of time in rewarding the boys, and by this lose much of the effect of the reward on them.

51. In the instances to which the Manager alluded, the delay must have been unavoidable, as sanction for a reward grant has been obtained in so short a time as three weeks after forwarding the applications.

The above delays unavoidable.

52. The following extract, on the Dera Ismail Khan Mission school, is from the Annual Report of the Deputy Commissioner on the schools in the Dera Ismail Khan District :—

Deputy Commissioner's report on Mission school.

"The Mission school at Dera Ismail Khan, closely superintended by the Revd. Messrs. Brodie and Bateman, and attended daily by more than 200 boys, is a *nucleus* from which we may reasonably expect much good to ramify throughout the district in a few years. I attended the Lord Bishop of Calcutta and the Financial Commissioner of the Panjab at examinations of this school in November and December last, and it was gratifying to find both those high dignitaries express their satisfaction with all they saw."

53. The Aided school at Mardan in Yusafzai, Peshawar District, belonging to the Guide Corps, has not improved during the year. The number on the rolls is 10 less than that of the previous year. When I visited the school last I found that the former English teacher, Bishambar Nath, had been transferred on promotion, and his place filled by a man sent from the Peshawar Mission school; that two of the most advanced boys had left; and that many of those who were examined were fair in English; but that the school was not going on as well as could be wished or might be expected.

Mardan English school.

The English students were receiving no regular instruction in Persian or Urdu, and the attainments of those in the vernacular department were very limited indeed, and hardly any two boys were in the same class.*

54. The English school at Rajanpur, Dera Gazi Khan District, has not been entered down in the statements of Aided schools of the middle class. When I visited it in February last, there were 3 classes, 1st, 2nd, and 4th, of the middle department, containing 2, 6, and 3 students respectively; the 1st, 2nd, 3rd classes, lower department, with 4, 10, and 32 boys; and a Hindi department containing 30, making in all a total of 87 names on the rolls, with a very good average attendance for the month before of 77.

Rajanpur English school.

55. The examination given was fair, but that given by the 2 boys of the 1st class is not entirely the results of their tuition in this school, as they had, till a short time before my visit, been reading at Dera Gazi Khan.

Examination of the school.

56. The two Normal schools in this circle are at Peshawar and Dera Ismail Khan; the former educating vernacular teachers for the Peshawar and Kohat Districts; the latter for Dera Ismail Khan, Dera Gazi Khan, and Bannu.

Two Normal schools.

57. At the examination of the elementary classes, held in April, 6 candidates competed at Peshawar, and all failed; this, I remarked at the time, I supposed to be owing to the insufficiency of the staff of teachers, there being only one teacher for the whole school: and soon after sanction was obtained for the appointment of a 2nd one. Seven candidates competed at Dera Ismail Khan, and 3 of these obtained elementary certificates. In October, 2 men of the Peshawar school competed for, and both of them obtained Normal school certificates of a low grade; 7 men from each school gave the elementary examination in that same month, at which 6 gained elementary certificates at Peshawar, and 5 at Dera Ismail Khan.

Examination of elementary classes.

58. The number of vernacular town schools has increased by one, the addition being made by the raising of the village school at Muzaffargarh.

Vernacular town schools.

59. The statistics of the Kotadu (Muzaffargarh District) town school is almost the same as it was last year; and there is nothing more to be said about it, than that the praise heretofore bestowed on it is merited by it still.

Kotadu town school.

60. The Aided town school at Jampur, Dera Gazi Khan District, has 170 names on the register, against 104 for the year before. This difference has not been made by any increase in the regular classes, but by the opening of a Hindi class.

Jampur Aided town school.

* Arrangements are being made to try and get the school into better order than it is in.

Jampur and Kotadu town schools compared.

61. The classification here is as high as that at Kotadu, but the instruction imparted is not nearly as good as in the latter; and certainly the Kotadu school is far more popular among the inhabitants than the Jampur one is.

146 Village schools in the circle.

62. There were 146 Government and Aided village schools at the end of the year under review, against 179 for the previous one. The reductions, which were made chiefly in the Muzaffargarh and Bannu Districts, will, together with the effects produced in the attendance, be referred to further on under the different districts.

Progress made by the village schools.

63. As a proof of the general progress made in this class of schools during the year, it may be here stated that one, that of Muzaffargarh, which has been already mentioned, is ranked as a town school; another in the same district, one in Bannu, and two in Dera Gazi Khan, have been recommended for admission into the town grade, and an application will soon be going up for the transfer of two in the Dera Ismail Khan District from the village to the town grade.

Peshawar village schools.

64. In the Peshawar* District there are 36 schools with an aggregate of 705 names on the rolls, and average daily attendance of 561 for this year, against 41 schools, 812 names on the rolls, and average attendance of 619 for the year before, showing a reduction of 5 schools, and 107 and 58 names on the rolls and average attendance respectively. The classification is just the same as it was last year.

Study of Pashtu.

65. Pashtu is studied in some of the schools, the books read in that language being the Tahsil-ul-t'alim, Nis-āb-Afghani, and S'adat Nama; a number of copies of the first part of the Arithmetic used in village schools, translated into Pashtu, have also been distributed during the year; but I am sorry to say that the Urdu Grammar,† which has been translated into the language, was not received up to the end of March last from the Jail Press at Peshawar, where it was sent to be printed about two years ago. The number of Muhammadans in these village schools to that of Hindus is as five to one nearly.

66. For Kohat‡ the statement is as follows:—

Kohat village schools.		No. of schools.	No. on rolls.	Average attendance.
For end of 1867-68	...	7	172	173
Ditto 1868-69	...	6	146	137
Or a decrease in every item of		1	26	36

Transfer of Kohat English school to zil' class.

67. This is owing to the school, containing 80 students, in the city of Kohat, having been transferred from the village to the zil' class, so that there is really an increase on the rolls of the six village schools.

State of education very low.

68. The general state of education in this district is very low. The 4th class with 3 boys is set down in the March returns of the year as being the highest, but the classification is very nominal, as in many of the schools little else than Persian is learnt, and in some cases Urdu and Pashtu. Nor do I think any advantage would be derived for some time longer in insisting on a more strict adherence to the Government scheme of studies.

69. Bannu District; comparative statement—

Bannu District village schools.	No. of schools.	No. on rolls.	Average attendance.
For the year 1867-68	27	768	639
Do. 1868-69	15	474	404
Showing a decrease of	12	294	235

These 12 schools were closed towards the end of the year, so that there was scarcely any time for those that were left open to recover any portion of the large number of lost students.

* Deputy Commissioner's annual report not received.

† Information of the book being ready for distribution and couple of specimen copies have been received into this office since April.

‡ Deputy Commissioner's annual report not received.

70. For the year 1867-68 there are set down in the annual returns 3 boys as being in the 2nd class,
14 boys in the 3rd do.,
26 do. 4th do.,
and for the year 1868-69, the above classes contained 0, 4, and 23 respectively.

Classification of two past years.

71. The following are extracts from the report forwarded by the Deputy Commissioner:—

Extract from Deputy Commissioner's report.

"Touching the Normal school question of 3 scholars being sent to Lahore, I do not quite agree with Mr. Thorburn's fears expressed in his letter about their not returning (*vide* his No. 225, January 29th, to your address), and I am making arrangements for a suitable selection of three of the most apt to be sent there. Their friends will thoroughly understand (as also will I lead them themselves to do the same) that the object in sending them there is that they should devote their acquired talents to their own ilaqa proper, and that it is for this sole reason, viz., the general benefit of the schools in these parts that they are to be so well educated, and under such a generous maintenance.

"Two new school-houses have been built during the year -

Mina Khan	Rs. 500
Kalabagh	,, 400

All the schools in the district have been visited by yourself during the year.

"I have also visited that of Mianwali and Kalabagh. Mr. Priestley has visited the schools in his ilaqa, and took special pains with all of them.*

"I will endeavour myself this year to supervise these schools more carefully than I have done, and if we all work willingly in the same boat *much good* must result.

"Qazi Alla Bakhsh I have watched closely; I think him an honest man—well fitted for his position; I also consider him impartial in the performance of his duties; he has made 5 circuits in the year under report, and I consider merits favorable notice, and I have rewarded him with a money present of forty rupees.

"The three tahsildars of Lakki, Esakhail,* and Mianwali have rendered assistance to the furtherance of the schooling generally in their ilaqas. You were kind enough last year to give them rewards,† and asked me what they should consist of, and in reply I suggested talwars, embossed at Gujrat, with names in gold letters on the blade, at an average cost of Rs. 50, to which extent you said you would go for each.

"These talwars have not yet reached me for distribution.

"I am keeping my eye on a few of the more promising lads from the schools in this district with a view to giving them employment in my office, and also in that of the tahsils, thanas, &c.

"I have called in three or four to learn their work in this office. They will receive Rs. 7 per mensem from savings while so employed, and thus will be fit for vacancies as they occur.

"In conclusion I would add, my thanks are due to Mr. Thorburn (lately gone to England), who on two or three occasions in my absence carried on my duties here, and who took pains in all school questions."

72. Dera Ismail Khan; comparative statement—

Dera Ismail Khan Village schools.

	No. of schools.	No on rolls.	Average attendance.
For the year 1867-68	30	1212	984
Ditto 1868-69	27	1225	1242
Showing a difference of	-3	+ 13	+ 258

73. As I remarked in my district report, sent up not long ago, I was unable, owing to the state of the roads from rains, to visit many of the schools here before the close of the year,‡ but some of those that I had not inspected were visited during the year by the Assistant Commissioner, and also by the Deputy Commissioner, extracts from whose report on the district I give here:—

Schools not all examined.

"Notwithstanding the reduction of 3 schools, the aggregate attendance at the existing schools has not diminished, thus showing a slight increase of attendance:—

1867-68.		1868 69.	
No. of schools	30	No. of schools . ..	27
No. of scholars ,,... ..	1222	No of scholars	1225

"The proportion of different castes or religions is as follows—

Hindus (mixed)	738
Muhammadans	479
Sikhs	8
Total .	1225

and of these, 366 boys are returned as sons of agriculturists, who are chiefly Muhammadans.

"No new school-houses have been built, and the amount expended in repairs to existing buildings is Rs. 370.

"Books to the number of 1073 have been disposed of, the realizations by sales being Rs. 221.

* In the list of tahsildars sent in last year by the Deputy Commissioner, tahsildar of Esakhail was not mentioned.—D. W. THOMPSON, *Inspector of Schools.*

† The tahsildars in the Bannu District were selected by the Deputy Commissioner and not by the Inspector of Schools.—D. W. THOMPSON, *Inspector of Schools.*

‡ Most of these were inspected after the 1st April 1869.

"Speaking generally as regards the whole district, it may be stated that the schools in the Cis-Indus parganahs of Bakkar and Leia are the most flourishing.

"During the year, I have myself examined the schools of Paniala, Paharpur, and Dera Fatteh Khan, Trans-Indus; and those of Bakkar, Notak, Leia, Warasiran, Karor, Kot Sultan, and Nawakot, Cis-Indus.

"My opinions, expressed at length in the report on the state of education in the Bannu District for the previous year, remain unchanged. We want more concentration of effort, and a better paid staff of teachers than the present system admits of, before any remarkable or very satisfactory results can be expected.

"My opinion of the chief muharrir is not very favorable, as regards his efficiency and knowledge of the state of the schools under his supervision, which is by no means intimate or thorough; not a very difficult task, one would suppose, seeing he has but 27 schools to attend to (some of which are very small), and to which his whole energies should be devoted.

"Pandit Sheoram, Tahsildar of Leia, deserves commendation for the interest taken by him in the schools of his parganah, and I believe much of their superiority to other district schools is attributable to his continued exertions in imitation of the efforts of his predecessor, Pandit Radha Kishn, now Tahsildar of Dera Ismail Khan."

Dera Ismail Khan Chief muharrir.

74. The chief muharrir has certainly done his duties well in visiting the schools, as the school visitors' books show, and if his knowledge of the state of them is not as thorough and intimate as a chief muharrir's ought to be, it must only be accounted for by the supposition that he has not got a taste for this business; I have certainly remarked that his manner towards the teachers, though far from being any thing wrong, is not such as would conciliate them, or render them favorably disposed towards him.*

75. Dera Gazi Khan District; comparative statement—

D. G. Khan Village schools.	No. of schools.	No. on rolls.	Average attendance.
For the year 1867-68 ..	38	1182	824
Ditto 1868-69 .	41	1354	1203
Showing an increase of	3	172	419

76. There is also a rise in the classification, viz., number of students—

Improvement in classification.	1st class.	2nd class.	3rd class.	4th class.
At the end of 1867-68 ...	0	2	6	19
Ditto of 1868-69 ...	2	2	12	32

Deputy Commr.'s report.

77. I give in full the report of the Deputy Commissioner on the schools of the district:—

"I find that during the past year, 1 town school and 38 village schools were opened. In the former 170 names were entered on the roll, and an average daily attendance of 132 appears, showing a slight increase on the previous year.

"This is also noticeable with respect to the village schools, viz., 1354 boys against 1182. Two village schools, viz., those at Hairu and Choti have progressed sufficiently to become town schools during the present year, and 4 new village schools have been opened; the attendance at two of these is, however, shown to be only 10 boys in one case, and 7 in another, and the measure appears to have been rather premature.

"Having only lately arrived in the district, and not been able to examine any of the schools in it, I am unable to offer any observations on the general state of education This is, however, not of much consequence, as the district appears to have been lately visited by the Inspector of the Frontier Circle, Mr. Thompson.

"The chief muharrir appears intelligent, and is well spoken of."

Village schools recommended for town grade.

78. I have recommended two of the village schools here to be raised to the town grade. One of them, that at Choti, has not quite fulfilled all the required conditions, but the other, at Hairu Gharbi, is a first rate town school, with 64 names on the register; classes from 1st to the 8th: 6 students in the first three, 17 in the next three, and the remainder in the 7th and 8th classes.

79. Muzaffargarh village schools; comparative statement—

Muzaffargarh Village schools.	No. of schools.	No. on rolls.	Average attendance.
At the end of 1867-68 ...	34	805	639
Ditto 1868-69 ...	19	690	602
Showing decrease of ...	15	115	37

Reduction of schools.

80. The reduction in the number of schools took place early in the year, and since then the attendance in those left open has risen to within 5 of the number that was in all the schools before the reduction took place; for 110 names out of the 115 shown above have been only transferred from the rolls of the village to those of the town schools by the raising of the Muzaffargarh school to the town grade.

* If he is not thoroughly acquainted with the condition of the schools, he has certainly neglected his duties, and considering the small number of schools, his conduct admits of no excuse.—W. R. M. HOLROYD, *Director P. I. P.*

81. The following remarks are taken from the Deputy Commissioner's report

Deputy Commissioner's report

"There are no female schools in existence in this district, the attempt to introduce them having proved a failure.

"Rupees 356-1-7, on account of savings from the salaries of establishment, has been credited to the 1 per cent. educational fund between the months of April 1868 and March 1869

"School-houses have been repaired in the district at a cost of Rs 200

"During the year, the Commissioner, Colonel J. M Cripps, visited the Muzaffargarh school in company of the Deputy Commissioner; and a few of the schools in the Muzaffargarh and Kotadu parganahs were inspected by Deputy Commissioner whilst on his tour

"The Inspector of Schools, Frontier Circle, inspected 21 schools in the district during his annual tour, and distributed Rs 157-13 in cash, and books to the value of Rs. 118.

"Rajah Ram, chief muharrir, has made 3 tours of inspection during the year, and once accompanied the Inspector of Schools on his inspecting tour through the district."

82. In the Hazara* district there are only 2 village schools, and these are supported entirely from the imperial revenue.

Hazara Village schools.

83. One of them, at Mansira, I recommended to be closed, as it was not doing at all well, but the District Authorities ruled that it should not be shut up, but a better *teacher* provided, which will be done as soon as opportunity offers. There were, when I visited it last, 17 names on the register and 9 boys present, all of whom were reading Urdu and Persian books according to their classes, but very little had been studied in these, and nothing of History or Geography. The returns for March show a roll number of 14, and average daily attendance of 12.

Mansira Village school.

84. The Harripur school closed the year with 58 names on the rolls and an average daily attendance of 42. It is provided with an efficient teacher, a certificated man from the Rawal Pindi Normal school, and is in a fair way of getting on very well, but it ought to have a 2nd teacher and a better school-house.

Harripur Village school.

85. The two Jail schools in the district are one at Peshawar and the other at Dera Ismail Khan

Two Jail schools.

86. The former had 40 on its rolls last March against 62 for the March before. Nothing however can be gathered from these numbers, for, as I remarked in one of my reports on an inspection of it, the same scholars were very seldom examined twice there, owing to their being transferred to other jails At my visit in October last, I found only one man present of those who were examined in the April before.

Peshawar Jail school.

87. At Dera Ismail Khan, the returns of the Jail school for March 1868 and March 1869 show 21 and 15 respectively. This latter number shows only the men in the regular classes, besides which there are about 60 or 70 learning the letters of the alphabet. I held an inspection there in the end of March last, the remarks on which I give now in full, as I did not forward them to you before:—

Dera Ismail Khan Jail school.

"Inspected the Jail school on the 27th March 1869, and found 16 names on the register. There are four men reading the Persian Bostan and Insha-i Urdu. They have also learnt Arithmetic as far as simple addition, but only one worked a sum in that correctly; only one could write a few lines of Urdu from dictation correctly Two men forming another class have finished, one the Nisab Afghani; the other the Nisab Zaruri; both can write the figures of Arithmetic and easy words I have desired the teacher to form all the above into one class, and let them read the Karima, as the Bostan appears to be too difficult for those who are studying it The ten others are reading different parts of the Tahsil-ul-Talim in Urdu Besides the 16 men whose names are on the rolls, there are 60 who are learning the letters of the Persian alphabet, and of this large number 6 were able to distinguish one letter from another.

"The teacher reports that one half of the hour a-day allowed to the men for study is taken up by them in eating their food Of the 16 men on the school register, only one was present at the last examination of the school, And he has made some progress during the year."

88. Female schools. There is only one of these now in the whole circle, and that is the aided one under the Mission at Peshawar, which has already been noticed. There were two in the Bannu District, but they were closed during the year.

Female schools.

89. I forward a statement of the statistics of these schools, copied from the returns furnished from the different districts, and have to observe that I can give only very little information regarding them besides what is shown in the enclosed return, and that little is not at all favorable to them.

Indigenous schools.

* Deputy Commissioner's annual report not received.

Inspection of indigenous schools.

90. I spent some days while in the Muzaffargarh District doing nothing else but going about looking out for these schools in villages where I was told I should find the best of them. Except in the case of two schools, one of which I could not find entered down in the return, every where I enquired, I heard one of two stories, either that there was no mullah in the village at all, or that there was one with whom two or three lads were reading, but either the teacher or the pupils were always absent when enquired after. I tried one or two places, in the Dera Gazi Khan District also, but with the same results. The school mentioned, as not entered down in the return, was nothing more than a Government school, which had a long time before been closed, and which a dismissed teacher from another village had, by his exertions, tried to revive in order to gain a livelihood for himself from the Government. This was evidently his reason, for at my inspection of the school he applied for some pay, and when he was told he would get two or three rupees a month, he seemed to be quite disappointed, as he said he got 7 or 8 rupees when a Government teacher. Except the committing the Quran to memory, I don't think there is as much as 5 per cent. of the instruction given that is set down in the returns.

91. I now conclude with a few general remarks—

On chief muharrirs.

One chief muharrir has already been mentioned. All the other chief muharrirs and the Deputy Inspector have been working satisfactorily through the year.

Copies of text books required in schools.

92. I wish very much to see in the lower classes more copies of each of the text books prescribed for them, than there are allowed at present. Of course one would suppose that each boy ought to provide himself with his own books, and if he does not, he ought to be made; but since it is known that they can't get the means from their parents or guardians to buy them, and even if they had each their own books, they could not study at home without any help, they therefore come to school, and all try as best they can to learn out of the one, or at the most two, copies belonging to the school. I don't think it would be very expensive, and I am sure more would be done in the way of learning, if for the use of an ordinary 6th class of from 8 to 10 boys, there were 4 copies instead of one of the Panjab Singh, or the Karima, and 3 copies each of the Geography and History for the 3 or 4 classes for whom these books are prescribed, instead of the one copy that all have to make use of.

More interest in education required from official natives.

93. I have to thank most of the Deputy Commissioners* for the information contained in their reports, extracts from which have been entered down here, and which show that they do all they possibly can in visiting schools. I wish, however, that more, or I might rather say some little, help could be obtained from such natives as tahsildars and their naibs, thanadars, and those so-called raises which are to be met with everywhere. There are two tahsildars, Pandit Sheo Ram, at present at Leia, and Shekh Fazl Din at Jampur (there is a new tahsildar, Ghulam Murtaza, formerly of Multan, just come into a district of the Frontier Circle, who appears to be making a great stir in the schools near him), who act as if they really gave some thought towards their schools, and towards education in general; but with these exceptions all that I hear during my tour, of such men as tahsildars, of whom there are 20 in the circle, naibs, &c., in connection with schools, is the very officious manner in which they try (and are often successful) to fill subordinate posts either in schools or in other departments with their own relatives and parasites, in preference to choosing the advanced students of a school, or those young men who have given up studying, and are lying idle at home, and looking out for some way of earning their bread.

Names of native gentlemen for honorable mention.

94. I attach a list of names of natives to be rewarded with certificates or otherwise; most of these have been chosen by myself. Some of them, however, the Bannu Tahsildar for instance, were mentioned on a former occasion; but not having received the rewards recommended for them, they are brought forward again (*vide* Deputy Commissioner of Bannu's report).

D. W. THOMPSON,

Offg. Inspector of Schools, Frontier Circle.

* Those whose reports have been received.

Report on the Bengal Military Normal School for Army School Mistresses.

From CAPTAIN W. R. M. HOLROYD, *Director of Public Instruction, Panjab, to the Military Secretary to Government, Panjab, No.* 28, *dated 2nd August* 1869.

I have the honor to submit, in original, for the consideration and orders of Government, a report by Captain Dunn, Superintendent of Army Schools, on the Bengal Military Normal School for Army School Mistresses, for the year 1868-69.

2. At the close of the previous year there were nine students under instruction, and eight have since joined; seven students have completed their course; of these four have obtained appointments; two of somewhat inferior capacity succeeded in qualifying themselves as Infant school mistresses, but have not yet been provided with employments. At the end of the year under report there were eight students in the institution.

3. Mrs. Vice, the head mistress, and her assistant, Miss Parsons, have performed their duties with zeal and energy, and the conduct of the students has been satisfactory.

4. It appears from Captain Dunn's report that the school may very probably be closed, and in this case it will be advisable, as suggested by that officer, to send persons whom it is proposed to appoint as Army school mistresses to the Lawrence Asylum, in order that they may receive some professional training in the girls' school at that institution.

From CAPTAIN T. W. DUNN, *Superintendent of Army Schools, to the Director of Public Instruction, Panjab, No.* 44—*N. S., dated* 30*th June* 1869.

I have the honor to submit, for the information of the Panjab Government, the usual annual report of the Bengal Military Normal School for Army School Mistresses, for the official year 1868-69. I should have submitted it earlier, but returned from my tour of inspection of Army schools only on the 24th instant.

1. At the close of the official year 1867-68, there were nine students under instruction, and eight have been since admitted. Of these, seven completed their course during the year, but four only were appointed to schools.* Two qualified as Infant school mistresses only, and as yet appointments for these have not been found; one was appointed acting school mistress to a Depôt school; but owing to a somewhat unfavorable report made by the head master, girls' school at Sanawar, as to her conduct and progress while teaching in that institution, her recommendation for the grade of trained school mistress has been deferred. She has, however, given satisfaction in the discharge of the duties of the acting post, and her name will be shortly submitted for appointment as trained school mistress.

Mrs. Goodwin	to	90th Regiment.
,, Cole	,,	38th ,,
,, Johnston	,,	106th ,,
,, Forristal	,,	1—19th ,,

2. Two students left after a short residence. In the case of one, her attendance had been so irregular during her term of probation, that there seemed little chance of her making the requisite progress, and her name was therefore removed. The other, a promising unmarried student, was removed by her step-father for objects of his own.

3. There are at the close of the year 1868-69 eight students under instruction, and one shortly to be admitted, since joined. It has been found necessary to place a restriction upon the admission of persons of parentage not purely European, on account of the few appointments for which these are eligible (appointments, that is, other than that of school mistress to British Regiments). The Council of Military Education have likewise intimated that there is great difficulty in providing school mistresses of the Roman Catholic persuasion with appointments, as the rule is observed of posting school masters and school mistresses with reference to the religious tenets of the majority of the soldiers in a Regiment. These two restrictions have somewhat narrowed our field for obtaining candidates, and it has been necessary to refuse two or three on these grounds.

4. I leave Mrs. Vice's report of the conduct of the students to speak for itself. Two students, who completed the course during the past year, were persons of very limited capacity, and, as before mentioned, it was possible only to fit these for the charge of Infant schools. The others passed generally satisfactory examinations, and two, Mrs. Forristal and Mrs. Cole, I would specially mention as having made very creditable progress, and passed out satisfactorily in short periods.

5. I think it right now to mention that the question of the retention of the Normal school as an institution has been brought under the consideration of the Supreme Government by the Financial Authorities, in connection with a plan for amalgamating the Imperial and Indian Army school establishments. In England there is no school where candidates for the appointment of Army school mistress are instructed in the ordinary branches of education; but persons already in possession of sufficient education are sent at Government expense to one of the established training schools to learn methods of teaching. In view of the probable concurrence of Government in the recommendation of the Financial Department for the discontinuance of the Normal school, I have suggested that the Lawrence Asylum should be permitted to continue the aid it has heretofore afforded, by admitting a few women qualified in the ordinary branches to practise the art of teaching in its schools under the supervision of the head master and mistress of the girls' department; and as the Reverend the Principal has expressed his concurrence in my proposal, I trust it will meet with approval, as otherwise the majority of the Infant and Industrial schools of the Army must be given to the charge of wholly untrained school mistresses, few trained persons being sent out from England.

6. In the event of this plan being adopted, I propose that six months should be laid down as the period of residence of each individual, instead of three months as at present, with the view of carrying out the objects alluded to in para. 6 of my last year's report. Details however of any new arrangements proposed to be made will of course be submitted for the approval of the Panjab Government.

7. The head mistress writes in favorable terms of the manner in which Miss Parsons has performed the duties of assistant mistress, and Mrs. Vice has herself evinced her usual energy and good management in the conduct of the institution.

8. I trust that in the probable contingency of the abolition of the Normal school, the services of these ladies (and particularly the long-continued and excellent service of Mrs. Vice) will be fully recognized by the Government.

From MRS. C. W. VICE, *Head Mistress, Bengal Military Normal School, to the Superintendent of Army Schools, No.* 19, *dated* 29*th June* 1869.

In reply to your letter No. 41, dated 28th instant, requesting a report on the conduct of the assistant mistress, and of the progress and behavior of the students, I beg to say that since 31st March 1868, Miss Donaldson, Mrs. Goodwin, Mrs. Johnston, Mrs. Aldersby, Mrs. Estall, Mrs. Cole, Mrs. Forristal, and Mrs. Cox, have passed out of the institution, and on the whole given general satisfaction in every way.

The nine however now under my care are particularly studious and orderly in their conduct, although none of them, I am sorry to say, are as far advanced in their education as I could wish.

My assistant mistress, Miss Parsons, has performed her duties satisfactorily since the time she has been under me, now nearly three years.

Report on Roman Catholic Orphanage, Simla.

From CAPTAIN W. R. M. HOLROYD, *Director Public Instruction, Panjab, to the Secretary to Govt. Panjab, Military Department, No.* 31, *dated 8th Sept.* 1869.

I have the honor to submit a report by the Revd. Father Lawrence on the Roman Catholic Orphanage at Simla, for the year 1868-69; together with the Inspector's report on his recent examination of that institution.

2. The school contains 73 girls, whose ages vary from 2 to 18 years, 11 more, on their way to join, will raise the total number to 84, or 25 more than there were when the last report was submitted For 48 girls subsistence allowance is paid by Government, 7 are maintained by the institution, and 18 are boarders, whom it is necessary, as explained last year, to admit for financial reasons.

3. The health of the children has been remarkably good during the year, and the progress made in their studies no less satisfactory.

4. The new school building has been completed, and additions have been made to the original plan; but a chapel and infirmary are urgently required, and funds are not at present available for either. A hope is expressed by the Revd. Father that Government may be induced to afford some aid in building the chapel, and to grant a site for the infirmary.

5. The subsistence allowance granted by Government does not go very far, and great difficulty is found in carrying on the institution, especially in times of scarcity. Its prosperous condition, notwithstanding such grievous financial difficulties, is highly creditable to all who are concerned in its management.

From FATHER LAWRENCE, *Superintendent Roman Catholic Orphanage, Simla, to* CAPTAIN W R. M. HOLROYD, *Director of Public Instruction, Panjab, dated* 1*st July* 1869.

In compliance with your memo. No. 428 of the 23rd ultimo, I have the honor to transmit herewith the Annual Report of the Roman Catholic Orphanage at Simla, for the year 1868-69.

Annual Report of the Roman Catholic Orphanage at Simla, for the year 1868-69.

Preamble.

During the period under review no event appears to have occurred in connection with the institution sufficiently worthy of special mention, but in the absence of matters of greater importance, I would submit the following, which however in their aggregate are of some moment, and therefore likely to interest the authorities.

Teachers and Superintendent.

2. There has been no change in the person or number of the Teachers. The same eight Nuns mentioned in previous reports continue charge of the rearing and education of the orphans to the present date; but the former Chaplain and Superintendent, Father Sebastian, was relieved in January last in the course of his tour of duty.

Health.

3. All the inmates have enjoyed the most perfect state of health throughout the twelve months, so much so, that not only has there been no serious sickness nor casualty within the period, but that for the past six months there was even no necessity for the Doctor to visit the establishment more than once, and that was only for the purpose of inspecting the medicines supplied.

Building.

4. In the last report it was mentioned, that the new building had been so far advanced as to permit its being occupied; but I am now glad to be able to state that it has since not only been completed in every respect, but that additions have been made to the original plan with a view to secure the health and comfort of its occupants. A new verandah has been added to the ground flour, nearly all round it, and a new washing room and privy have been erected and finished on what was considered a good and approved principle. The play-ground too has assumed a much better, not to say a magnificent, aspect.

Number of pupils—their increase and decrease.

5. In the course of the year 5 girls left the institution. Of these 2 were removed by their relatives, having finished the course of their education, 2 left for Agra to enter into a religious life, and one was married. There are at present 73 girls in the orphanage, whose ages vary from 2 to 18 years. Of this number 48 receive the usual allowance from Government, 7 are maintained by the institution in consequence of their being over the age up to which the Government allowance is sanctioned, and 18 are provided for by their parents or guardians as boarders for the reasons assigned in the last year's report. Besides the above mentioned number (73) now present in the institution, there are 11 children on their way up, and may be expected to arrive in the course of a few days, when the number will rise to 84, giving an increase by 25 to the number reported last year.

Internal economy.

6. According to the testimony of the Military Members of the Local Committee, and the declaration of visitors generally, the institution appears to be in a satisfactory and flourishing condition, although this is effected with the greatest difficulty on the part of the Manager on account of the Government rate of allowance for the

orphans being absolutely insufficient even to feed the children, much less to clothe them properly, to say nothing of the means to provide them with books and stationery, or to keep the building and premises in repair. The difficulty of meeting these wants has been felt to a much greater extent during the past year from the general scarcity of grain and other articles of country produce, and consequently the higher rates at which the ordinary necessaries of life had and still have to be procured.

Conclusion.

7. All that is now wanted to render the establishment complete in every way is a chapel and an infirmary. The old building temporarily utilized as a chapel is so dilapidated, that it has to be constantly patched up, to prevent it from actually tumbling down, but this state of things cannot continue long, for the place is now in such a condition, that when it rains it pours as much within as it does without its walls, and yet, for want of funds, we are unable to build a chapel. The gloomy aspect of being therefore soon left without a separate building for Divine Service and Prayers stares us in the face, unless Government comes forward to give us some aid to build a proper chapel. As regards the infirmary, it is desirable, and even recommended by His Excellency the late Viceroy, Sir John Lawrence. There is likewise no possibility of its coming into existence unless Government grants us the only spot of ground in the vicinity of the institution which is suitable for the purpose, and for which an application has recently been made to the Lieutenant Governor of the Panjab and its Dependencies.

FATHER LAWRENCE,

Chaplain and Superintendent of the Roman Catholic Orphanage, Simla.

From E. WILLMOT, ESQUIRE, *Inspector of Schools, Ambala Circle, to* CAPTAIN W. R. M. HOLROYD, *Director of Public Instruction, Panjab, No.* 107, *dated* 20*th August* 1869.

I have the honor to lay before you my report of the Inspector's examination of the Roman Catholic Orphanage at Chhota Chelsea, Simla.

Number of children.

2. The institution educates 73 girls; this number is greater by 7 than when I last examined the school.

Five classes.
No 1st class.

3. There are five classes; but as a few of the forwardest girls have left in the course of the year, there is now no first class.

In the 2nd class are		9	girls.
3rd	"	6	"
4th	"	14	"
5th	"	15	"
6th	"	29	infants.

The 2nd class.

4. The girls of the 2nd class read an article in a newspaper very clearly and intelligently, answering questions about the phrases and allusions in it very well indeed. They also worked practice sums speedily and correctly, knew the outlines of English Grammar, Abridged Old Testament History, English History up to the end of James I, and the Geography of Europe and Asia. They wrote a good dictation, and two girls sent up very sensible themes on "What we do with ourselves in the rains."

The 3rd class.

5. The third class, which is apparently taught along with the second, was examined in the same subjects, and found somewhat less forward in all the studies.

The 4th class

6. The fourth class read very well, and spelt capitally, the girls generally worked long division (simple) correctly, and answered questions about the parts of speech and the general divisions of the world very satisfactorily. They also knew the outlines of Scripture History from the time of Adam to that of Moses.

The 5th class.

7. The little girls of this class can read and spell easy words. They also knew their tables, and can add (say) 16 to 45 in their heads.

The 6th class.

8. These are mere beginners.

9. I consider now, as last year, the state of the Orphanage very creditable to all engaged in the tuition of the girls.

From the Officiating Deputy Secretary to the Govt. of India, Military Dept., to the Secretary to Govt. Panjab, Military Dept., No. 407, *dated* 20*th October* 1869.

In acknowledging the receipt of your letter No. 386, dated 27th September 1869, I am directed to express the satisfaction of the Government of India at the very favorale report of the Roman Catholic Institution at Simla, for the year 1868-69.

No. 3398, *dated* 25*th October* 1869.

Endorsed by the Government, Panjab, Military Department.

Copy forwarded to the Director of Public Instruction, Panjab, with reference to his No. 31, dated 8th ultimo, and for communication to the Superintendent, Roman Catholic Institution.

STATEMENTS.

(*Imperial Return*).

EDUCATION. B. I.

THE UNIVERSITY.

Result of the Examination of the University of Calcutta, as regards the Panjab, for the year 1868-69.

NATURE OF EXAMINATION.	No. of affiliated colleges.	No. of their students.	No. of candidates.	Average age.	Educated in		Religion.				Passed.			Net cost to State.		
					Government schools.	Private schools.	Christians.	Hindus.	Muhammadans.	Others.	First division.	Second division.	Third division.			
Entrance Examination			*a* 74	18	37	37	6	59	9	...	3	16	16	1,597	10	2
First Examination in Arts	3	80	*b* 8	20	8	...	1	7	...	...	1	...	3	3,726	15	7
B. A. Examination			1	21	1	...	...	1	...	...	...	1	...	913	2	3
M. A. ditto.																
B. L. ditto.																
L. L. ditto.																
L. M. S. First Examination.																
L. M. S. Second Examination.																
B. M. Examination.																
M. D. Examination.																
Total	3	80	83	20	46	37	7	67	9	...	4	17	19	6,237	12	0

a Excluding 1 private student and 3 teachers.
b Excluding 3 teachers.

(*Imperial Return*).

EDUCA

General Statement of Educational Institutions in

Class of Institution.	1	2	3	4	5	6	7			8			9			10		
	Government Institutions.																	
					Teachers.		Income.											
	Number.	No. of students on the rolls.	Average attendance daily.	Average age.	Christians.	Others.	Public Funds.			Educational Cess Fund.			Fees.			Total.		
Colleges.																		
Arts	2	63	34	...	4	3	39,765	12	7	...	...	...	898	8	0	40,664	4	7
Schools.																		
Higher	7	1,068	925	14	10	60	66,480	5	6	4,486	15	0	4,722	15	4	75,690	3	10
Middle	94	9,918	8,361	12	9	272	80,523	14	9	15,621	4	2	5,172	10	6	1,01,317	13	5
Lower	1,488	56,482	47,788	17	1	1,585	27,160	5	11	1,37,944	10	8	4,676	9	10	1,69,781	10	5
Girls' Schools.																		
Higher	...	...	..	...	...	...	...	.	.	...	...	..	...	...	...	...		..
Middle	...	...	...	...	...	...	...	.		...	...	...	...	..	...	...	.	.
Lower *a*	206	4,448	4,031	8	...	210	3,606	8	1	9,454	8	5	...	..	.	13,061	0	6
Normal Schools.																		
For Masters	8	255	198	23	2	23	15,512	11	8	15,409	15	3	9	0	0	30,931	10	11
For Mistresses	...	..	...	...	...	...	...	.	..	...	...	..	...	.	.	.		.
Total	1,805	72,234	61,337	.	26	2,153	2,33,049	10	6	1,92,917	5	6	15,479	11	8	4,31,446	11	8

Village schools and Jail schools.

TION B. II.

the Province of the Panjab in the year 1868-69.

11	12	13	14	15	16	17	18	19	20			21			22			23	24	25	26	27	28
			PRIVATE INSTITUTIONS, AIDED AND UNAIDED.																				
No. of persons instructed in			*Class.*						*Income.*									*No. of persons instructed in*					
English.	Vernacular.	General.	General.	Hindus.	Muhammadans.	Christians.	Total.	Average attendance daily.	From endowments.			From fees.			From Government grant.			English.	Vernacular.	General.	Grand total, schools.	Grand total, average attendance.	Proportion of attendance to population.
61	63	63	1	...	...	...	1	8	2,539	6	0	31	5	6	2,265	0	0	17	17	17	3	42	·0002
922	1,068	1,068	8	...	...	1	9	1,562	31,347	13	4	7,863	2	4	29,700	12	10	1,751	1,995	1,995	16	2,487	·01
2,221	9,918	9,918	35	2	...	3	40	2,709	* 47,040	10	3	5,846	13	6	52,706	11	6	2,090	3,631	3,631	134	11,070	·06
571	56,482	56,482	162	...	...	1	163	7,062	† 24,295	4	8	3,669	15	6	17,388	7	3	2,167	9,069	9,069	1,651	54,850	·3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
153	4,448	4,448	37	289	184	6	516	10,415	30,488	9	2	7,840	0	6	35,612	15	6	190	13,010	13,010	722	14,446	·08
39	255	255	1	...	...	...	1	15	2,881	2	6	...			1,800	0	0	21	21	21	9	213	·001
..	...	...	4	...	...	...	4	103	3,174	8	1	...	...		7,708	8	0	22	169	169	4	103	·0005
3,967	72,234	72,234	248	291	184	11	734	21,874	1,41,767	6	0	25,251	5	4	1,47,182	7	1	6,258	27,912	27,912	2,539	83,211	·46

* Rs. 245-4-3 from Educational Cess Fund.
† Rs. 4,260-6-5 from Educational Cess Fund.

Population, 1,75,93,946, taken from the Panjab Administration Report, 1867-68, Statement I. D.

(Local Return).

STATEMENT of the Colleges in GOVERNMENT.

District	Name of Institution	When established	No. of students on rolls at the close of the year: Hindus	Muhammadans	Others	Total	Average number of pupils on the rolls monthly	Average daily attendance	Average age	Teachers: Christians	Others	Monthly rate of schooling fee	Expenditure: From public fund	From one per cent. educational cess fund	Other sources	Total	Amount collected in fees	No. of pupils instructed in: English	Urdu	Hindi (Nagri)	Hindi (Landa Mahajani, &c.)	Arabic	Persian	Sanskrit
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Delhi	Government College	1st May 1864.	24	1	..	25	23	21	20	2	2	2 rupees	21,002 5 0	...	1,314 0 0	22,316 5 0	483 0 0	25	...	...	...	17	.	8
Lahore	Ditto	1st January 1864.	32	2	4	38	19	13	21	2	1	2 ,,	18,763 7 7	...	1,472 8 0	20,235 15 7	415 8 0	36	...	...	..	16	.	9
	Total ..	...	56	3	4	63	42	34		4	3		39,765 12 7	...	2,786 8 0	42,552 4 7	898 8 0	61	...	...	...	33	.	17

(Local Return).

STATEMENT of the Schools of GOVERNMENT.

District	Name of Institution	When established	No. of students on rolls at the close of the year: Hindus	Muhammadans	Others	Total	Average number of pupils on the rolls monthly	Average daily attendance	Average age	Teachers: Christians	Others	Monthly rate of schooling fee	Expenditure: From public fund	From one per cent educational cess fund	Other sources	Total	Amount collected in fees	No. of pupils instructed in: English	Urdu	Hindi (Nagri)	Hindi (Landa Mahajani, &c.)	Arabic	Persian	Sanskrit
2		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Delhi ..	Delhi Govt. all' school ..	1st May 1859.	196	42		238	245	203	17	2	16	Rs. 5 to 4 annas	16,390 13 6	2,251 9 4	2,511 6 0	21,153 12 10	1,530 2 0	238	238	...	...	133	238	.
Gurgaon ..	Rewari ditto ..	1st June 1857.	73	5	...	80	76	61	16	..	7	Do.	6,034 3 2	..	70 5 6	6,104 8 8	153 15 6	80	80	...	...	..	68	
Ambala .	...	.	...	...		..	.	.	..	...	...	...	..	...	..	...	.	...	..	..	..	..		
Ludhiana .	...	..	.	..	...	..	..	...	...	...	.	...	..	...	...	...	...	...	...	...	...	..		
Simla .	...	...	.	..	...	...	...	..		...	..	..	..	...	..	...	...	..	...	...	..	...	..	
Total ..	Ambala Circle ..		271	47		318	321	264	16	2	23		22,425 0 8	2,251 9 4	2,581 11 6	27,258 5 6	1,684 1 6	318	318	.	..	133	306	
Lahore	Lahore Govt. all' school	15th April 1860.	90	44	9	143	143	118	15	3	11	Rs. 5 to 6 annas	17,110 0 4	194 10 6	602 12 0	17,916 6 10	1,588 10 3	143	135	...	...	26	109	11
Amritsar	Amritsar ditto ..	19th May 1851.	129	37	23	189	172	151	18	3	8	Rs. 5 to 4 annas	13,211 6 10	1,471 2 9	610 12 0	15,293 5 7	991 15 0	144	189		..	52	168	
Jalandhar	...	...	...	...	..	...	..	..	..	...	..	..	..	...	...	...	...	...	.	...	...	...		
Total	Lahore Circle		219	81	32	332	315	269	16	6	19		30,330 7 2	1,665 13 3	1,213 8 0	33,209 12 5	2,580 0 3	287	324	...	..	78	277	11
Gujrat	Gujrat ditto .	22nd June 1854.	65	53	24	142	139	122	13	1	7	Do.	6,636 0 0	379 11 7	131 14 3	7,147 9 10	22 4 4	142	142	...	..	8	98	15
Gujranwala	Gujranwala ditto .	11th May 1860.	37	20	11	77	165	127	11	1	5	Do.	3,442 13 8	167 12 10	87 7 3	3,698 1 9	122 7 0	77	36	.	...	..	41	
Rawal Pindi						..	.	..	.			...	...	..	...	..	..	...	..	...	...	...	.	
Total	Rawal Pindi Circle		102	82	35	219	304	249	12	2	12		10,078 13 8	547 8 5	219 5 6	10,845 11 7	144 11 4	219	178	...	...	8	139	15
D. G. Khan	Dera Gazi Khan ditto	4th Nov. 1856.	155	42	2	199	172	143	11		6	Do.	3,646 0 0	22 0 0	342 0 0	4,010 0 0	313 9 3	98	153	15	25	.	153	14
Peshawar	.	..	..	...	...	..	.	..	..		.		..	..	...	...	...	...	..	..		...		
	Grand Total		747	252	69	1,068	1,112	925	14	10	60		66,480 5 6	4,486 15 0	4,356 9 0	75,323 13 6	4,722 15 4	622	673	15	25	219	575	

the Panjab, for the year 1868-69.

AIDED.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16		17			18			19	20	21	22	23	24	25	26	27
Name of Institution.	For what religion.					No. of pupils on rolls at close of the year.				Average number of pupils on the rolls monthly.	Average daily attendance.	Teachers.		Expenditure.										Monthly rate of schooling fee.	No. of pupils instructed in							Total of average daily attendance at Government and Aided schools.
	General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.			Christians.	Others.	From private sources.		From fees.		From grant-in-aid.			Total.				English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.	
... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21
College Department, Mission School ...	1	...	...	...	1	12	4	1	17	10	8	3	2	2,539	6 0	31	5 6	2,265	0 0		4,835	11 6		4 as.	17	...	...	...	9	...	8	21
	1	...	...	...	1	12	4	1	17	10	8	3	2	2,539	6 0	31	5 6	2,265	0 0		4,835	11 6			17	...	...	...	9	...	8	42

the Higher Class for 1868-69.

AIDED.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16		17			18			19	20	21	22	23	24	25	26	27
Name of Institution.	For what religion.					No. of pupils on rolls at the close of the year.				Average number of pupils on the rolls monthly.	Average daily attendance.	Teachers.		Expenditure.										Monthly rate of schooling fee.	No. of pupils instructed in							Total of average daily attendance at Government and Aided schools.
	General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.			Christians.	Others.	From private sources.		From fees.		From grant-in-aid.			Total.				English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.	
S. P. G. Mission School (St. Stephen's College) ...	1	...	...	...	1	241	24	13	278	283	211	4	8	5,270	13 9	667	5 3	3,600	0 0		9,538	3 0		4 annas	278	177	...	...	64	125	...	414
... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	61
American Presbyterian Mission School	1	...	...	...	1	84	15	5	104	120	91	*1	8	1,478	12 0	98	6 6	1,500	0 0		3,077	2 6		1 to 4 as.	72	45	12	12	5	30	22	91
Ditto ditto	1	...	...	...	1	190	95	18	303	285	243	2	14	2,488	14 3	344	14 3	2,100	0 0		4,933	12 6		1 to 2 as.	303	148	...	...	...	155	...	243
Bishop Cotton's School for Europeans, Jutog ...	...	...	...	1	1	...	...	75	75	62	62	3	...	2,115	11 8	5,210	0 0	4,682	9 10		12,008	5 6		10 rupees	75	40	...	...	155	...	...	62
Total Ambala Circle ...	3	...	...	1	4	515	134	111	760	750	607	10	30	11,354	3 8	6,320	10 0	11,882	9 10		29,557	7 6			728	410	12	12	124	310	22	871
American Presbyterian Mission School	1	...	...	...	1	227	85	11	323	272	236	5	12	5,888	7 11	457	15 7	5,560	0 0		11,996	7 6		1 to 4 as.	323	265	24	...	41	248	16	354
Church Mission School	1	...	...	...	1	165	26	10	201	162	134	4	9	5,026	6 3	281	4 3	3,600	0 0		8,907	10 6		2 to 3 as.	199	194	7	...	26	141	5	285
American Presbyterian Mission School	1	...	...	...	1	188	46	5	239	226	193	5	7	2,661	14 6	369	7 0	2,893	3 0		5,924	8 6		1 to 4 as.	192	139	...	...	15	100	...	193
Total Lahore Circle ...	3	...	...	...	3	580	157	26	763	660	563	14	28	13,576	12 8	1,108	10 10	12,053	3 0		26,738	10 6			714	598	31	...	92	489	21	832
... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	122
... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	127
American Presbyterian Mission School	1	...	...	...	1	145	69	3	217	223	188	2	9	2,789	2 0	299	13 6	2,655	0 0		5,743	15 6		1 to 3 as.	97	114	...	...	...	103	...	188
... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	143
Church Mission School	1	...	...	...	1	193	59	3	255	260	204	5	13	3,627	11 0	134	6 0	¶3,110	0 0		6,871	11 0		1 to 3 as.	212	250	...	...	...	210	...	204
Grand Total ...	8	...	...	1	9	1,433	416	43	1,995	1,893	1,562	31	80	31,347	13 4	7,863	2 4	29,700	12 10		68,911	12 6			1,751	1,372	43	12	216	1,112	33	2,487

Exclusive of 2 monitors. † Latin. ‡ Includes Rs. 106 for library grant. § Allowing Rs. 250-13-4 for branch school. ‖ Allowing Rs. 225 for branch schools. ¶ Allowing Rs. 210 for branch schools.

(Local Return)

GOVERNMENT.

STATEMENT of Schools of th

1	District.	2 Name of Institution.	3 When established.	4 No. of students on rolls at the close of the year. Hindus.	5 Muhammadans.	6 Others.	7 Total.	8 Average number of pupils on the rolls monthly.	9 Average daily attendance.	10 Average age.	11 Teachers Christians.	12 Teachers Others.	13 Monthly rate of schooling fee.	14 Expenditure. From public fund.	15 From one per cent. education cess fund.	16 Other sources.	17 Total.	18 Amount collected in fees.	19 No. of pupils instructed in English.	20 Urdu.	21 Hindi (Nagri).	22 Hindi (Tlanda Mekhjani, &c.)	23 Arabic.	24 Persian.
		Ambala Circle.																						
1		Jagadhri zil' school	1st June '58	115	7	7	129	122	92	13	1	5	...	3,967 8 5	192 3 9	79 12 0	4,239 8 2	260 13 0	92	129	...	39	...	70
2		Rupar ditto	1st July '67	88	20	9	117	94	73	10	...	5	...	2,744 12 11	...	36 7 0	2,781 3 11	89 0 0	32	117	...	...	...	36
		Total of zil' schools		203	27	16	246	216	165	11	1	10		6,712 5 4	192 3 9	116 3 0	7,020 12 1	349 13 0	124	246	...	59	...	106
3	Ambala	Thamesar town school	3rd Dec. '56	89	7	...	96	100	84	11	...	3	1 anna	12 0 0	438 0 0	...	450 0 0	9 4 0	...	47	49	...	...	14
4		Shahabad ditto	Do.	41	47	4	92	83	77	10	...	2	Do.	344 0 0	72 0 0	38 6 0	454 6 0	11 0 0	...	92	...	...	...	12
5		Barya ditto	Do.	59	22	3	84	87	70	11	...	3	Do.	672 12 5	109 4 3	392 3 6	1,174 4 2	11 7 0	22	50	34	...	...	44
6		Sadhaura ditto	26th June '56	76	72	...	148	150	133	14	...	3	Do.	420 0 0	180 0 0	...	600 0 0	27 0 0	...	95	...	53	...	28
7		Bharreli ditto	Do.	48	61	1	110	72	63	10	...	2	Do.	8 0 0	247 0 0	...	255 0 0	8 0 0	...	65	...	45	...	37
8		Mani Majrah ditto	Do.	47	20	5	72	67	64	10	...	3	Do.	459 11 2	27 7 1	187 3 8	674 5 11	3 0 0	14	72	...	...	...	42
9		Muranda ditto	Do.	65	16	10	91	121	95	12	...	2	Do.	7 8 0	264 1 0	...	271 9 0	5 9 0	...	41	...	50	...	23
10		Babyal ditto	Do.	68	7	14	89	83	72	12	...	2	Do.	242 0 0	...	...	242 0 0	10 0 0	...	68	...	21	...	16
11		Bilaspur ditto	Do.	76	23	1	100	99	65	10	...	3	Do.	...	280 8 0	...	280 8 0	7 8 0	...	52	...	48	...	33
		Total of town schools		569	275	38	882	864	725	11	...	23		2,165 15 7	1,618 4 4	617 13 2	4,402 1 1	92 12 0	36	582	83	217	...	284
		Grand Total		772	302	54	1,128	1,080	890	11	1	33		8,878 4 11	1,810 8 1	734 0 2	11,422 13 2	442 9 0	160	828	83	276	...	406
12	Ludhiana	Jugraon town school	22nd June '56	143	30	5	178	189	168	10	...	2	1 to 2 as.	677 12 3	37 8 0	454 9 10	1,169 14 1	134 8 0	36	178	...	103	...	54
13		Raikot ditto	Do.	141	32	12	185	189	163	11	...	2	Do.	461 8 0	26 1 0	127 8 0	615 1 0	91 10 0	...	185	...	80	...	42
14		Gujarwal ditto	Do.	20	5	46	71	66	54	11	...	1	1 anna	15 0 0	246 6 0	18 0 0	279 6 0	18 6 0	...	71	...	...	...	38
15		Dharror ditto	Do.	54	2	3	59	57	57	10	...	1	Do.	219 0 0	...	48 0 0	267 0 0	6 6 0	...	59	...	...	...	14
16		Jaipur ditto	Do.	28	12	24	64	59	49	10	...	1	Do.	15 0 0	209 12 0	42 0 0	266 12 0	3 14 0	...	64	...	...	...	17
17		Khanna ditto	Do.	91	16	27	134	94	84	10	...	2	Do.	15 0 0	196 14 0	28 0 0	239 14 0	28 13 0	...	134	...	...	...	24
18		Machhiwara ditto	Do.	93	13	3	109	86	76	12	...	2	1 to 2 as.	192 0 0	245 13 0	216 8 0	654 5 0	45 7 0	46	109	...	30	...	34
		Total		570	110	120	800	740	651	11	...	11		1,595 4 3	962 6 0	934 9 10	3,492 4 1	329 0 0	82	800	...	213	...	249
19	Delhi	Najafgarh town school	1st Dec. '57	92	12	...	104	103	85	11	...	2	1 to 2 as.	380 0 0	217 0 0	180 0 0	777 0 0	23 0 0	...	28	76	...	...	22
20		Arab Sarai ditto	4th Mar. '58	42	27	...	69	76	46	13	...	2	Do.	200 0 0	650 15 9	12 0 0	862 15 9	17 1 0	45	69	...	...	...	32
21		Ballabgarh ditto	28th Sep. '59	91	32	...	123	120	84	10	...	3	Do.	20 0 0	504 12 0	24 0 0	548 12 0	20 7 0	...	55	70	...	...	30
22		Farida'wd ditto	Do.	95	14	...	109	119	91	13	...	3	Do.	571 0 0	166 4 6	190 0 0	927 4 6	25 8 0	45	48	37	...	...	26
		Total of town schools		320	85	...	405	418	306	13	...	10		1,171 0 0	1,539 0 3	406 0 0	3,116 0 3	86 6 0	90	200	183	...	...	121
23		Chaon-la-Kucha (Branches	1st May '63	40	43	...	83	84	67	14	...	5	...	...	...	1,584 0 0	1,584	111 14 0	83	83	...	...	...	83
24		Pipal-Maladeo to zil'	1st Feb. '64	Closed from 1st Decr. '68			47	40	...	...	...	...	...	...	...	536 0 0	536	31 9 0	...	...	...	...	...	...
25		Darba school	11th May '63	Ditto 15th Jany. '69			67	51	...	...	...	...	...	...	...	620 10 8	620	5 0	...	...	...	...	...	...
		Total of branch schools		40	43	...	83	198	158	14	...	5		...	...	2,740 10 8	2,740	12 10	1,530	2 0	238	2 83	...	...	...
		Grand Total		360	128	...	488	616	464	12	...	15		1,171 0 0	1,539 0 3	3,146 10 8	5,8					183	...	204
26		Karnal zil' school	23rd Oct. '56	55	12	...	67	66	49	15	1	4		2,816 14 0	92 13 6	78 10 0	2	4 8 8	153 15 6	80	8	...	...	7	67
27	Karnal	Karthal town school	6th June '56	306	55	7	368	360	296	11	...	6	1 to 2 as.	565 0 0	719 11 3	240 0 0	1,524 11 3	47 7 0	99	218	92	85	1	370
28		Pondri ditto	Do.	82	40	...	122	115	113	12	...	2	Do.	302 0 0	116 2 0	...	418 2 0	6 2 0	...	95	...	...	...	53
29		Panipat ditto	Do.	66	62	...	128	123	114	13	...	4	Do.	621 0 0	589 5 2	426 0 0	1,636 5 2	26 6 0	59	104	23	...	...	44
		Total of town schools		454	157	7	618	604	523	12	...	12		1,488 0 0	1,425 2 5	666 0 0	3,579 2 5	79 15 0	158	417	117	85	1	148
		Grand Total		509	169	7	685	670	572	13	1	16		4,304 14 0	1,517 15 11	744 10 0	6,567 7 11	299 1 0	225	484	117	85	8	215
30	Rohtak	Rohtak zil' schools	6th Dec. '56	68	15	2	85	79	68	15	1	4	...	3,893 1 7	111 1 11	165 13 0	4,170 0 6	322 15 0	34	85	...	...	...	65
31		Jhajjar ditto	1st Apl. '59	111	51	...	162	153	138	12	...	5	...	1,989 8 7	...	78 5 0	2,067 13 7	156 12 6	101	113	30	12	...	43
		Total of zil' schools		179	66	2	247	232	206	13	1	9		5,882 10 2	111 1 11	244 2 0	6,237 14 1	479 11 6	135	198	30	12	...	108
32		Maham town school		84	31	2	117	94	77	11	...	2	1 to 2 as.	365 10 3	100 6 0	20 2 0	486 2 3	21 4 6	...	80	38	...	...	33
33		Gohana ditto	25th Jany. '60	72	36	...	108	97	80	12	...	3	Do.	522 11 4	122 2 3	250 15 6	895 13 1	15 10 0	43	88	51	...	...	31
34		Bahadargarh ditto	21st July '57	97	37	...	134	114	95	11	...	3	Do.	486 0 0	206 15 0	191 10 0	884 9 0	13 15 0	32	43	91	...	...	25
		Total of town schools		253	104	2	359	305	252	11	...	8		1,374 5 7	429 7 3	462 11 6	2,266 8 4	50 13 6	75	211	180	...	...	97
		Grand Total		432	170	4	606	537	458	12	1	17		7,256 15 9	540 9 2	706 13 6	8,504 6 5	530 9 0	210	409	210	12	...	205
35	Hissar	Bhewani zil' school	24th Oct. '57	194	28	...	222	151	122	12	...	4	...	2,923 14 6	35 0 0	13 9 0	2,972 7 6	114 11 0	25	197	...	...	...	27
36		Hissar town school		53	26	...	79	79	71	12	...	4	1 to 6 as.	579 0 0	222 0 0	296 1 7	1,097 1 7	8 12 0	35	12	31	...	...	30
		Total		247	54	...	301	230	193	12	...	8		3,502 14 6	257 0 0	309 10 7	4,069 9 1	123 7 0	60	209	31	...	...	57
37	Simla	Simla zil' school	1st March '48	63	16	3	82	108	90	12	1	4		2,934 7 3	...	92 14 6	3,027 5 9	193 6 0	65	82	17	...	...	46
38	Sirsah	Sirsah town school	1st Sep. '59	110	45	4	159	141	114	10	...	5	1 anna	1,032 0 0	159 13 0	6 0 0	1,197 13 0	6 0 0	41	112	47	...	...	...
39	Gurgaon	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
40	...	Total of zil' schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
41	...	Total of branch schools	...	694	149	21	864	773	632	12	4	31		21,270 3 3	431 3 2	545 6 6	22,246 12 11	1,356 11 6	416	790	47	71	7	...
42	...	Total of town schools	...	40	43	...	83	198	158	12	...	5		...	...	2,740 10 8	2,740 10 8	209 13 0	83	83	...	...	...	...
43	...	Grand Total	...	2,329	802	171	3,302	3,151	2,642	14	...	73		9,405 9 5	6,356 1 3	3,389 4 1	19,150 14 9	653 10 6	517	2,334	641	515	1	...
				3,063	994	192	4,249	4,122	3,432	12	4	109		30,675 12 8	6,787 4 5	6,675 5 3	44,138 6 4	2,220 3 0	1,016	3,267	688	586	8	1,

Middle class for the year 1868-69.

AIDED.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Name of Institution.	For what religion.					No. of pupils on rolls at close of the year.				Average number of pupils on the rolls monthly.	Average daily attendance.	Teachers.		Expenditure.				Monthly rate of schooling fee.	No. of pupils instructed in							Total of average daily attendance at Govt. & Aided schools.
	General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.			Christians.	Others.	From private sources.	From fees.	From grant-in-aid.	Total.		English.	Urdu.	Hindi (Nagri).	Hindi (Lands Mahajani, &c.)	Arabic.	Persian.	Sanskrit.	
'Amla School, Ambala	1	...	...	...	1	53	17	5	73	60	52	...	4	657 8 0	...	657 8 0	1,315 0 0	2 to 8 as.	28	75	...	...	...	36	...	...
American Presbyterian Mission school, Cantt. Ambala	1	...	...	...	1	71	21	24	116	92	74	3	5	638 0 10	242 14 6	1,200 0 0	2,080 15 4	1 a. to 1 r.	116	116	...	...	...	116	...	...
	2	...	...	...	2	124	38	29	191	152	126	3	9	1,295 8 10	242 14 6	1,857 8 0	3,395 15 4		144	191	...	...	...	152	...	...
Tshri Parshad's Elementary English school, Dehli	1	...	...	...	1	108	4	...	112	104	85	...	7	995 0 0	264 0 0	684 0 0	1,943 0 0	2 to 10 as.	112	112	...	...	...	112	...	...
Elementary English school, Nil-ka-Katra	1	...	...	...	1	87	21	...	108	95	78	...	8	1,085 2 0	300 14 0	660 0 0	2,046 0 0	2 as. to 4 rs.	108	108	...	...	...	108	...	...
Anglo-Sanskrit school, Dehli	...	1	...	...	1	130	4	...	134	107	62	...	10	365 8 0	...	205 8 0	571 0 0	...	134	134	...	...	...	...	134	...
	2	1	...	...	3	325	29	...	354	306	225	...	25	2,445 10 0	564 14 0	1,549 8 0	4,560 0 0		354	354	...	...	...	220	134	...
Native school, Sanawar	1	...	...	...	1	40	2	...	42	32	19	...	2	390 8 0	25 13 0	300 0 0	716 5 0	1 to 8 as.	16	17	25	...	...	6	1	...
American Presbyterian Mission school, Sabathu	1	...	...	...	1	21	18	1	40	41	36	1	1	326 12 0	33 4 0	360 0 0	720 0 0	1 to 2 as.	32	28	11	*40	...	...	...	...
	2	...	...	...	2	61	20	1	82	73	55	1	3	717 4 0	59 1 0	660 0 0	1,436 5 0		48	45	36	40	...	6	1	...
Vernacular school, Palwal	1	...	...	...	1	198	44	...	242	246	193	...	6	a 709 [illegible] 0	...	201 5 0	910 12 0	...	...	145	107	...	2	[illegible]	...	...
Elementary English school, Firozpur	1	...	...	...	1	53	53	...	106	106	100	...	4	b 569 6 9	...	495 2 0	1,064 2 9	...	24	73	33	...	1	24	...	...
Vernacular ditto Farrukhnagar	1	...	...	...	1	51	41	1	93	90	79	...	2	c 429 4 0	...	152 0 0	581 4 6	1 anna	...	93	...	...	...	9	...	...
Ditto ditto Sonah	1	...	...	...	1	63	39	...	102	107	78	...	3	d 403 7 6	...	152 14 0	556 5 6	...	...	102	24	...	...	19	...	...
Ditto ditto Gurgaon	1	...	...	...	1	Closed	...	...	...	...	...	...	...	e 236 3 2	...	61 4 8	297 7 10	...	...	...	...	...	...	...	...	...
Ditto ditto Noh	1	...	...	...	1	Do.	...	...	...	...	...	...	...	f 91 4 0	...	100 0 0	191 4 0	...	...	...	...	...	...	...	...	...
Ditto ditto Shahjahanpur	1	...	...	...	1	Statistics	not	received.			...	...	...			60 0 0	60 0 0	...	...	...	...	...	...	...	...	...
Total	7	...	...	...	7	365	177	1	543	549	450	...	15	2,438 10 11	...	1,222 9 8	3,661 4 7		24	413	[illegible]	...	...	...	...	...
Grand Total	13	1	...	...	14	875	264	31	1,170	1,080	856	4	52	6,887 1 9	866 3 6	5,289 9 8	13,053 8 11		570	1,003	[illegible]					

NOTE.—From Educational cess fund included in *a*, 536; *b*, 133; *c*, 295-12-6; *d*, 253-3; *e*, 73-6-5; *f*, 49-4.

STATEMENT of Schools of the GOVERNMENT.

(Local Return).

1 District.	2 Name of Institution.	3 When established.	4 No. of students on rolls at the close of the year. Hindus.	5 Muhammadans.	6 Others.	7 Total.	8 Average number of pupils on the rolls monthly.	9 Average daily attendance.	10 Average age.	11 Teachers Christians.	12 Teachers Others.	13 Monthly rate of schooling fee.	14 Expenditure. From public funds.	15 From one per cent. educational cess fund.	16 Other sources.	17 Total.	18 Amount collected in fees.	19 No. of pupils instructed in English.	20 Urdu.	21 Hindi (Nagri).	22 Hindi (Lands Mahajani, &c.)	23 Arabic.	24 Persian.	25 Sanskrit.
	Lahore Circle.																							
	Rahun zil' school	22nd June '60	64	32	4	100	145	126	14	...	5		2,173 13 4	115 3 3	103 0 0	2,394 0 7	180 0 0	100	100	...	...	...	100	...
1		...	93	19	8	125	120	120	12	...	4	1 to 4 as.	532 1 2	159 5 5	436 13 3	1,128 3 10	161 1 0	38	125	...	...	...	...	...
2	Kartarpur town school	11th Oct. '56	107	3	1	111	101	100	13	...	5	1 to 2 as.	604 1 2	400 11 3	278 8 0	1,283 4 5	129 15 0	43	70	32	...	...	46	...
3	Nawashahar ditto	1st Nov. '62	63	8	14	85	82	79	12	...	3	Do.	290 1 9	380 12 0	236 0 0	816 13 9	105 7 3	28	82	...	...	...	40	...
4	Bunga ditto	7th Nov. '56	68	25	...	93	90	83	11	...	4	Do.	470 12 6	81 14 8	210 13 8	763 8 10	76 11 0	23	93	...	...	...	41	...
5	Nakodar ditto	10th May '56	45	43	4	92	108	84	12	...	2	1 anna	338 2 11	99 12 0	120 0 0	557 14 11	54 8 0	...	92	...	...	...	58	...
6	Phillaur ditto																						55	...
	Total of town schools	do.	381	98	27	506	501	466	12	...	18		2,145 3 6	1,122 7 4	1,282 2 11	4,549 13 9	527 10 3	132	462	32	...	...	242	...
	Grand Total		445	130	31	606	646	592	13	...	23		4,321 0 10	1,237 10 7	1,385 2 11	6,943 14 4	707 10 3	232	562	32	...	...	342	...
7	Hushyarpur zil' school	27th Jan. '48	49	22	14	85	90	84	14	2	4		6,885 0 0	482 15 10	187 10 11	7,555 10 9	362 4 6	85	85	...	...	13	85	...
8	Harriana town school	15th April '53	96	30	...	126	112	112	12	...	4	1 to 2 as.	580 0 0	125 12 0	280 0 0	985 12 0	119 4 0	23	100	26	...	...	57	...
9	Dasuha ditto	1st May '52	63	30	6	99	85	88	13	...	4	Do.	490 0 0	208 12 0	263 0 0	961 12 0	43 11 0	19	74	25	...	...	30	...
10	Urmuran ditto	20th Sep. '57	43	32	...	75	66	66	9	...	3	Do.	106 0 0	314 11 0	169 0 0	589 11 0	56 8 0	8	75	...	...	...	36	...
11	Tanda ditto	2nd July '52	52	31	5	88	81	81	12	...	2	Do.	106 0 0	306 11 3	162 0 6	574 11 9	54 12 0	16	88	...	...	...	47	...
12	Garhshankar ditto	1st Dec. '53	37	58	5	100	96	96	12	...	2	Do.	375 0 0	30 12 0	37 0 0	442 12 0	40 13 0	...	100	...	...	...	52	...
13	Unah ditto	2nd July '52	71	5	27	103	98	98	10	...	4	Do.	590 0 0	121 14 0	258 0 0	969 14 0	108 12 0	32	71	32	...	...	47	...
	Total of town schools		362	186	43	591	541	541	11	...	19		2,247 0 0	1,108 8 3	1,169 0 6	4,524 8 9	423 12 0	98	508	83	...	...	272	...
	Grand Total		411	208	57	676	631	625	12	2	23		9,132 0 0	1,591 8 1	1,356 11 5	12,080 3 6	786 0 6	183	593	83	...	13	357	...
14	Nurpur zil' school	1st Nov. '64	22	8	...	30	51	34	13	...	4		2,372 14 8	... ...	46 12 3	2,419 10 11	82 6 3	30	30	...	...	6	30	...
15	Sujanpur town school	15th April '56	195	9	...	204	207	161	9	...	2	1 anna	415 7 6	264 0 0	... ...	679 7 6	2 10 0	...	122	82	...	...	41	...
16	Jowalamukhi ditto	11th April '56	71	9	...	80	86	63	11	...	2	Do.	354 3 6	192 0 0	... ...	546 3 6	5 5 0	...	51	29	...	...	24	...
	Total of town schools		266	18	...	284	293	224	10	...	4		769 11 0	456 0 0	... ...	1,225 11 0	7 15 0	...	173	111	...	...	65	...
	Grand Total		288	26	...	314	344	258	11	...	8		3,142 9 8	456 0 0	46 12 3	3,645 5 11	90 5 3	30	203	111	...	6	95	...
17	Batala zil' school	1st April '57	66	21	9	96	95	88	14	1	6		3,374 7 0	117 0 0	135 6 6	3,626 13 6	194 10 0	43	82	14	...	...	82	...
18	Wairowal ditto	11th Mar. '58	57	22	22	101	91	85	15	...	2	1 to 2 as.	334 10 0	12 0 0	44 10 0	391 4 0	19 8 0	...	101	...	...	...	57	...
19	Dera Nanak ditto	17th June '57	72	5	4	81	76	75	12	...	2	Do.	603 13 0	108 0 0	187 0 0	898 13 0	16 2 0	30	81	...	...	...	38	...
20	Majitha ditto	11th Mar. '58	70	44	38	152	149	132	10	...	2	Do.	269 12 0	111 0 11	26 0 0	406 12 11	24 0 0	...	52	...	...	...	63	...
	Total of town schools		199	71	64	334	316	292	12	...	6		1,208 3 0	231 0 11	257 10 0	1,696 13 11	59 10 0	30	234	...	...	...	158	...
	Grand Total		265	92	73	430	411	380	13	1	12		4,582 10 0	348 0 11	393 0 6	5,323 11 5	254 4 0	73	316	14	...	...	240	...
21	Kahnuur town school	1st June '57	64	93	4	161	121	128	8	...	1	1 anna	555 2 0	48 0 11	211 4 0	814 6 11	58 9 0	20	161	...	...	...	61	...
22 Gurdaspur	Dinanagar ditto	8th May '56	131	58	1	190	186	163	11	...	1	Do.	610 14 0	70 10 0	305 1 10	986 9 10	46 12 0	36	190	...	...	...	90	...
23	Kalijur ditto	Do.	80	16	6	102	92	95	13	...	1	Do.	311 6 0	196 12 9	... ...	508 2 9	4 4 0	...	102	...	...	...	36	...
	Total		275	167	11	453	399	386	11	...	3		1,477 6 0	315 7 8	516 5 10	2,309 3 6	109 9 0	56	453	...	...	...	187	...
24	Qasur town school	15th Apl. '56	62	52	4	118	101	84	12	...	3	1 to 2 as.	590 3 7	60 0 0	215 0 0	865 3 7	37 15 0	38	118	...	...	...	41	...
25	Pati ditto	1st Nov. '62	47	45	3	95	105	90	10	...	3	1 anna	256 10 6	180 0 0	... ...	436 10 6	1 8 0	...	95	...	12	...	42	...
26	Chunian ditto	23th May '56	70	14	16	100	95	72	9	...	2	1 to 2 as.	563 9 2	120 0 0	186 8 0	879 1 2	4 12 0	27	100	...	...	...	38	...
27	Sharakpur ditto	17th May '56	20	39	3	62	84	63	10	...	3	Do.	385 12 5	124 0 0	120 0 0	629 12 5	4 3 0	28	62	...	...	...	15	...
	Total		199	150	26	375	386	313	10	...	11		1,790 3 8	484 0 0	521 8 0	2,795 11 8	48 6 0	93	375	...	12	...	136	...
28	Firozpur zil' school	Aug. '55	60	28	5	93	80	58	15	...	3		2,333 4 3	120 0 0	170 8 3	2,623 12 6	199 1 9	93	86	...	...	7	86	...
29 Firozpur	Zira town school	1st June '56	61	20	4	85	73	75	12	...	3	1 anna	515 9 2	40 0 0	... ...	555 9 2	11 6 0	...	50	...	...	...	35	...
30	Dharmkot ditto	1st June '56	70	43	9	122	117	77	11	...	3	Do.	480 2 3	40 0 0	... ...	520 2 3	10 2 0	...	72	...	...	...	50	...
31	Mogah ditto	22nd June '56	27	7	38	72	74	63	12	...	1	Do.	444 4 5	40 0 0	... ...	484 4 5	3 7 0	...	27	...	...	...	45	...
	Total of town schools		158	70	51	279	264	215	11	...	7		1,439 15 10	120 0 0	... ...	1,559 15 10	24 15 0	...	149	...	...	...	130	...
	Grand Total		218	98	56	372	344	273	13	...	10		3,773 4 1	240 0 0	170 8 3	4,183 12 4	224 0 9	93	235	...	...	7	216	...
32 Multan	Multan zil' school	16th July '60	87	30	...	117	106	87	13	1	7		5,471 6 6	2,146 0 0	166 10 0	7,784 0 6	335 14 6	86	117	...	...	...	117	...
33	Bahadarpur town school	...	16	44	...	60	56	56	12	...	1	1 to 2 as.	214 0 0	... ...	2 0 0	216 0 0	7 9 0	...	60	...	...	...	45	...
	Total	...	103	74	...	177	162	143	12	1	8		5,685 6 6	2,146 0 0	168 10 0	8,000 0 6	343 7 6	86	177	...	...	...	162	...
	School	...	109	2	2	113	97	91	11	...	2	1 anna	404 3 6	... ...	... ...	404 3 6	... ...	...	61	54	...	...	20	...
	to	10th June '56	75	9	14	98	96	89	10	...	3	Do.	464 10 0	... ...	120 0 0	584 10 0	2 4 0	36	50	15	18	...	25	...
	Total		184	11	16	211	193	180	11	...	5		868 13 6	... ...	120 0 0	988 13 6	2 4 0	36	111	69	18	...	45	...
	schools	...	348	141	32	521	567	477	14	4	29		22,612 13 9	2,981 3 1	809 15 11	26,404 0 9	1,354 5 0	437	500	14	...	26	500	...
	Total of all town schools	...	2,040	815	238	3,093	2,949	2,675	11	...	74		12,160 8 6	3,837 8 2	3,868 11 3	19,866 11 11	1,211 10 3	445	2,525	295	30	...	1,280	...
	Total of town																							
	Total of to																							
	Grand Total		2,388	956	270	3,614	3,516	3,152	12	4	103		34,772 6 3	6,818 11 3	4,678 11 2	46,270 12 8	2,565 15 3	882	3,025	309	30	26	1,780	...

Middle Class, for the year 1868-69—continued.

AIDED.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	For what religion.					No. of pupils on rolls at close of the year.						Teachers.		Expenditure.					No. of pupils instructed in							
Name of Institution.	General. Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.	From private sources.	From fees.	From grant-in-aid.	Total.	Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nagri).	Hindi (Lands. Mahajani, &c.)	Arabic.	Persian.	Sanskrit.	Total of average daily attendance at Govt. & Aided schs.
American Presbyterian Mission school, Cantt. Jalandhar	1	...	...	1	50	24	7	81	76	62	...	4	544 7 3	121 8 9	666 0 0	1,332 0 0	1 to 4 as.	81	67	...	...	...	14	...	...
Church Mission school, Kangra	1	...	...	1	58	4	6	68	96	58	4	5	1,179 14 3	34 6 0*	1,190 15 0	2,405 3 3	1 anna	43	37	4	...	...	18	6	...
Church Mission Male Orphanage, Amritsar	...	...	1	1	...	...	13	13	13	13	2	...	360 0 0	... ...	300 0 0	660 0 0	...	13	13	...	...	...	...	...	...
Church Mission school, Jandiala	1	...	...	1	73	13	6	92	77	64	1	4	535 11 4	55 8 0	480 0 0	1,071 3 4	1 anna	50	92	...	42	...	20	...	...
Total	1	...	1	2	73	13	19	105	90	77	3	4	895 11 4	55 8 0	780 0 0	1,731 3 4		63	105	...	42	...	20	...	...
4th Gurkha Regimental school, Bakloh	1	...	...	1	31	...	...	31	34	28	1	3	409 3 4	35 13 9	500 0 0	945 1 1	1¼ to 8 as.	31	15	16	...	...	...	...	...
Lahore High school for boys of European parentage ...	...	...	1	1	...	...	30	30	...	24	2	1	402 0 0	1,729 3 0	2,775 0 0	4,906 3 0	†	30	30	a 11	...	...	...	...	...
Adult English school, Lahore	1	...	...	1	48	11	3	62	61	38	...	3	0 10 0	364 6 0	358 0 0	723 0 0	6as. to 3rs.	62	...	...	...	...	...	...	...
American Presbyterian Mission Adult school, Lahore ...	1	...	...	1	40	30	...	70	59	44	...	7	324 12 0	95 4 0	360 0 0	780 0 0	‡	70	...	...	...	...	...	...	...
Lahore Hindu school	...	1	...	1	122	2	6	130	165	112	...	10	2,207 2 0	114 12 0	1,725 0 0	4,046 14 0	1 to 2 as.	117	17	89	...	2	105	37	...
Anglo-Sanskrit school, Lahore	1	...	...	1	‖ 64	2	...	66	49	37	...	3	336 6 9	19 13 6	354 0 0	710 4 3½	to 1 anna	59	...	45	§ 19	...	...	9	...
Anglo-Vernacular school, Cantonment, Mian Mir ...	1	...	...	1	65	24	9	98	95	78	...	5	744 3 0	56 1 0	840 0 0	1,640 4 0	1 to 2 as.	71	65	22	...	...	11	...	...
Total	4	1	1	6	339	69	48	456	429	333	2	29	4,015 1 9	2,379 7 6	6,412 0 0	12,806 9 3		409	112	167	19	2	16	46	...
Anglo-Vernacular school, Cantonment, Firozpur ...	1	...	...	1	92	19	10	121	127	100	...	5	504 8 0	94 13 6	540 0 0	1,136 5 6	1 an. to 1 r.	66	83	24	...	...	50	3	...
Church Mission school, Multan	1	...	...	1	...	78	3	¶ 81	77	57	1	4	1,147 15 0	50 9 6	1,200 0 0	2,398 8 6	1 anna	44	16	...	...	...	38	...	...
Ditto ditto Shujabad	1	...	...	1	51	18	1	70	57	44	...	2	429 7 8	24 8 0	420 0 0	873 15 8	1 anna	39	70	...	...	...	45	...	...
Total	2	...	...	2	51	96	4	151	134	101	1	6	1,577 6 8	75 1 6	1,620 0 0	3,272 8 2		83	86	...	...	...	83	...	...
14 Grand Total	11	1	...	2	14	694	225	94	1,013	986	759	11	56	9,120 4 7	2,798 11 0	11,708 15 0	23,628 14 7		770	503	211	61	2	201	55	

* Rs. 9-1-0 allowance for branch schools. † Rs. 6-8 for 1 boy, 5-8 each for 2 ... ‡ 2 annas a-head to ¼ per cent. income. § Bengali. ‖ Boys 54, girls 10.

¶ Of these, the detail of 78 boys, viz., how many of them are Hindus and how many are Muhammadans, cannot be given. a Latin.

(Local Returns).

GOVERNMENT.

STATEMENT of Schools of the

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
			No. of students on rolls at the close of the year.							Teachers			Expenditure.					No. of pupils instructed in						
District.	Name of Institution.	When established.	Hindus.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	From public funds.	From one per cent. educational cess fund.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nagri).	Hindi, Lahnda, Multani, &c.	Arabic.	Persian.	Sanskrit.
	Rawal Pindi Circle.																							
1 Rawal Pindi	Kalar town school	1st Augt. '53	35	43	42	120	103	88	11	...	2	1 to 2 as.	420 10 1	...	0 4 0	420 14 1	6 0 0	...	120	...	...	...	58	...
2	Pindi Gheb do.	...	82	30	3	115	112	99	12	...	2	Do.	475 10 10	...	0 4 0	475 14 10	9 14 0	...	115	...	...	...	34	...
	Total	...	117	73	45	235	215	187	11	...	4		896 4 11	...	0 8 0	896 12 11	15 14 0	...	235	...	...	...	92	...
3 Jhelam	Rohtas town school	18th Aug. '54	34	67	2	103	102	88	12	...	2	1 anna	341 11 10	104 0 0	...	445 11 10	10 6 0	...	103	...	...	...	103	...
4	Chakwal ditto	1st Feby. '57	59	21	12	92	90	84	11	...	2	Do.	467 15 0	156 0 0	...	623 15 0	22 8 0	...	92	...	...	...	92	...
	Total	...	93	88	14	195	192	172	11	...	4		809 10 10	260 0 0	...	1,069 10 10	32 14 0	...	195	...	...	...	195	...
5 Gujrat	Kunjah town school	13th July '54	20	33	14	77	82	75	11	...	2	1 anna	23 12 9	428 12 3	...	452 9 0	16 12 0	...	77	...	...	...	77	...
6	Dingah ditto	22nd July '56	72	5	21	98	97	83	11	...	3	Do.	376 11 11	12 0 0	...	388 11 11	25 14 0	...	98	...	...	...	98	...
	Total	...	102	38	35	175	179	158	11	...	5		400 8 8	440 12 3	...	841 4 11	42 10 0	...	175	...	...	...	175	...
7 Syalkot	Syalkot zil' school	1st May '61	(Closed from 1st May 1868										240 0 0	16 10 8	...	256 10 8	19 0 0	...	71	...	...	...		
8	Daska town school	1st June '56	31	26	14	71	71	67	12	...	3	1 anna	628 14 5	3 12 0	200 11 0	833 5 5	21 12 0	37	71	...	...	...	27	...
9	Pasrur ditto	20th July '56	37	37	6	80	82	77	11	...	4	Do.	571 15 10	3 12 0	202 8 0	778 3 10	21 6 0	40	80	...	...	...	26	...
10	Zafarwal ditto	5th Augt. '54	67	33	10	110	117	107	10	1	2	Do.	739 11 6	69 12 0	291 8 0	1,100 15 6	21 9 0	44	110	...	...	...	63	...
11	Satgharrah ditto	Do.	46	30	4	80	75	71	12	...	2	Do.	21 14 9	236 6 0	10 5 0	268 9 9	18 10 0	...	80	...	...	...	36	...
12	Naisar ditto	Do.	44	24	...	68	67	60	12	...	1	Do.	7 15 6	178 10 0	11 0 0	197 9 6	21 11 0	...	68	...	...	...	27	...
13	Geta Fategarh ditto	Do.	41	10	...	60	62	55	11	...	1	Do.	228 3 0	...	10 0 0	238 3 0	11 12 0	...	60	...	...	...	24	...
	Total of town schools	...	266	169	34	469	474	437	11	1	13		2,198 11 0	492 4 0	726 0 0	3,416 15 0	116 12 0	121	469	...	...	...	209	...
	Grand Total	...	266	169	34	469	474	437	11	1	13		2,438 11 0	508 14 8	726 0 0	3,673 9 8	135 12 0	121	469	...	...	...	209	...
14 Gujranwala	Hafizabad town school	14th June '56	93	3	9	110	110	97	11	...	2	1 to 2 as.	386 10 9	33 0 0	36 0 0	455 10 9	25 15 0	...	110	...	...	...	27	...
15	Jhang zil' school	1st Sept. '56	76	15	1	92	133	103	15	...	7		3,483 9 9	32 0 0	63 14 6	3,579 8 3	201 12 0	55	84	...	...	23	5	...
16 Jhang	Magyana town school	6th June '56	101	25	7	134	121	107	9	...	4	1 to 2 as.	724 2 0	195 11 7	359 13 6	1,279 11 1	10 9 0	42	134	...	...	...	42	...
17	Chaniot ditto	Do.	69	42	2	113	100	89	10	...	2	1 anna	315 11 11	38 6 0	...	354 1 11	4 13 0	...	113	...	...	...	32	...
	Total of town schools	...	170	68	9	247	221	196	10	...	6		1,039 13 11	234 1 7	359 13 6	1,633 13 0	15 6 0	42	247	...	...	...	74	...
	Grand Total	...	243	83	10	339	354	299	11	...	13		4,523 7 8	266 1 7	423 12 0	5,213 5 3	217 2 0	97	221	...	...	23	85	...
18 Shahpur	Bhera zil' school	19th July '54	118	14	...	132	121	101	11	...	7		2,247 0 0	61 0 0	168 5 9	2,476 5 9	154 11 9	60	38	43	7	3	51	18
3	Total of zil' schools	...	194	29	1	224	254	204	13	...	14		5,070 9 9	109 10 8	232 4 3	6,312 8 8	375 7 9	115	122	43	7	26	59	18
15	Total of town schools	...	846	439	143	1,431	1,391	1,247	11	1	34		5,731 12 1	1,460 1 10	1,122 5 6	8,314 3 5	249 7 0	163	1,431	...	...	...	767	...
18	Grand Total	...	1,040	468	147	1,655	1,645	1,451	12	1	48		11,702 5 10	1,569 12 6	1,354 9 9	14,626 12 1	624 14 9	278	1,553	43	7	26	826	18
	Frontier Circle.																							
1 Hazara	Abbottabad zil' school	1st July '61	32	19	3	54	53	39	15	...	3		1,668 6 0	...	1 8 0	1,669 14 0	17 6 0	21	48	...	...	...	30	...
2 Kohat	Kohat zil' school	1st Apl. '68	44	25	11	80	72	62	12	...	3	...	978 0 0	...	300 0 0	1,278 0 0	75 8 0	24	36	...	...	...	20	...
3 Muzaffargarh	Muzaffargarh town school	15th Oct. '56	69	33	8	110	110	93	9	...	3	...	338 0 0	164 8 0	...	502 8 0	...	...	79	7	24	...	51	...
4	Kot Dido ditto	1st Sep. '56	124	32	...	156	156	133	8	...	3	1 anna	388 0 0	281 0 0	...	669 0 0	3 0 0	...	106	9	41	...	54	...
	Total	...	193	65	8	266	266	225	8	...	6	...	726 0 0	445 8 0	...	1,171 8 0	3 0 0	...	185	16	65	...	105	...
	Dera G. Khan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Bannu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Peshawar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	D. I. Khan	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	Total of zil' schools	...	76	44	14	134	125	101	13	...	6	...	2,646 6 0	...	301 8 0	2,947 14 0	92 14 0	45	84	...	...	...	50	...
2	Total of town schools	...	193	65	8	266	266	225	8	...	6	...	726 0 0	445 8 0	...	1,171 8 0	3 0 0	...	185	16	65	...	105	...
4	Grand Total	...	269	109	22	400	391	326	11	...	12	...	3,372 6 0	445 8 0	301 8 0	4,119 6 0	95 14 0	45	269	16	65	...	155	...

ABS

6	Ambala Circle zil' schools	...	694	149	21	864	773	632	12	4	31	...	21,270 3 3	431 3 2	545 6 6	22,246 12 11	1,356 11 6	416	790	47	71	7	364	7
6	Lahore Circle ditto	...	348	141	32	521	567	477	14	4	29	...	22,612 13 9	2,981 3 1	809 15 11	26,404 0 9	1,354 5 0	437	500	14	...	26	500	...
12	Rawal Pindi Circle ditto	...	194	29	1	224	254	204	13	...	14	...	5,970 9 9	109 10 8	232 4 3	6,312 8 8	375 7 9	115	122	43	7	26	59	18
17	Frontier Circle ditto	...	76	44	14	134	125	101	13	...	6	...	2,646 6 0	...	301 8 0	2,947 14 0	92 14 0	45	84	...	...	...	50	...
	Total of 4 Circles	...	1,312	363	68	1,743	1,719	1,414	12	8	80	...	52,500 0 9	3,522 0 11	1,889 2 8	57,911 4 4	3,179 6 3	1,013	1,406	104	78	59	973	25
	Brch. schools, Ambala Circle	...	40	43	...	83	198	158	12	...	5	...	...	...	2,740 10 8	2,740 10 8	209 13 0	83	83	...	...	...	83	...
	Ambala Circle town schools	...	2,329	802	171	3,302	3,151	2,642	14	...	75	...	9,405 9 5	6,356 1 3	3,389 4 1	19,150 14 9	653 10 6	517	2,334	641	515	1	927	11
12	Lahore do. do.	...	2,040	815	238	3,093	2,919	2,675	11	...	74	...	12,160 8 6	3,837 8 2	3,888 11 9	19,886 11 9		145	2,525	295	30	...	1,284	...
12	Rawal Pindi do. do.	...	846	439	146	1,431	1,391	1,247	11	1	34	...	5,731 12 1					163	1,431	...	...	...	767	...
17	Frontier do. do.	...	193	65	8	266	266	225	8	...	6	...	726 0 0						185	16	65	...	105	...
74	Total of 4 Circles	...	5,408	2,121	563	8,092	7,757	6,789	11	1	187	...	28,623 14 0 1½					925	6,475	952	610	1	3,086	...
98	Grand Total	...	6,760	2,527	631	9,918	9,674	8,361	12	9	272	...	80,523 14 9 1½	6,818 11 3	4,678 11 2	46,270 12 8	2,565 15 3	221	8,054	1,056	688	60	4,129	...

† Rs. 6-8 for 1 boy, 5-8 each for 2 branch schools.

16 229 169 2 14 1 11

78 boys, how many of them are Hindus and how m

Middle Class, for the year 1868-69—concluded

AIDED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Name of Institution	For what religion					No of pupils on rolls at close of the year						7 sch ers.		Expenditure					No of pupils instructed in							
	General.	Hindus	Mohammadans	Christians.	Total	Hindus.	Muhammadans	Others	Total.	Average number of pupils on the rolls monthly	Average daily attendance	Christians.	Others.	From private sources.	From fees.	From grant-in-aid.	Total	Monthly rate of schooling fee	English.	Urdu.	Hindi (Nagri)	Hindi (Lands Mahajan, &c.)	Arabic.	Persian.	Sanskrit.	Total of average daily attendance at Govt. & Aided schs.
American Presbyterian Mission school, Cantt Rawal Pindi	*1				1	71	17	3	91	87	70	2	4	759 11 0	141 1 6	700 0 0	1 608 13 3	6 p to 1 r	28	91				57		
Sir Henry Lawrence Memorial Asylum, Murree				1	1			128	+128	118	115	5	1	18,231 14 1	1,333 0 0	[illegible]	44 919 6 11	3 to 15 rs	128	23						
Total	1			1	2	71	17	131	219	202	185	7	5	18,991 [illegible] 10	1,474 1 6	26 122 8 10	46,588 4 2		156	114				57		
Grant in aid school, Jhelam	1				1	70	37	20	127	100	81		6	1,723 12 6	98 0 3	1,082 12 9	3,504 15 6	1 to 8 as	74	118				91		
Church of Scotland Mission school, Gujrat	1				1	41	43		84	83	62	1	4	608 2 8	[illegible] 13 0	240 0 0	873 15 6	6 p. to 1 a.	33	54				39		
Church of Scotland Mission school, Syalkot	1				1	73	13	15	101	99	76	2	6	2,350 4 0	[illegible] 0 0	1,242 12 3	3,710 2 0	1 to 8 as	78	77				63		
Ditto ditto Cantonment Syalkot	1				1	28	42	8	78	62	47	1	4	604 6 3	32 11 0	360 0 0	997 1 3	1 to 4 as	28	40				39		
Church Mission school, Narowal ¶	1				1	72	57		129	120	93	2	7	1,002 7 3	30 3 6	960 0 0	1 992 10 9	¼ to 1 anna	37	82		46		40		
Total	3				3	173	112	23	308	281	216	5	17	3,962 1 6	174 15 9	2,562 12 3	6,699 14 0		141	199		46		142		
Church of Scotland Mission school, Wazirabad	1				1	73	35		108	112	99	1	4	734 8 6	58 2 0	720 0 0	1,512 5 6	1 to 4 as	50	30				52		
Grand Total	7			1	8	428	244	174	846	780	643	14	36	26,019 13 10	1,931 6 0	31,[illegible] 2 10	59,179 6 8		460	515		46		385		
Jampur Vernacular school	1				1	112	58		170	120	105		3	a 245 4 3	-	300 0 0	545 4 3			120		50		21		
Church Mission school Bannu	1				1	47	50		97	98	76	1	4	1,236 12 6	62 12 6	1,320 0 0	2,619 9 0	3 p to 2 as	52	59				38		
Church Mission school, Cantonment, Peshawar	1				1	70	38	4	112	107	84	1	4	863 9 0	71 0 0	360 0 0	1,294 9 0	1 to 2 as	112	112				50		
Church Mission school, Dera Ismail Khan	1				1	157	65	1	223	218	180	3	2	2,051 12 4	221 2 6	2,400 0 0	5,272 14 10	1 rupee	120	143		70		59		
Total	4				4	386	211	5	602	543	451	5	20	4,997 6 1	354 15 0	4,380 0 0	9,732 5 1		284	434		120		168		

TRACT.

4 Ambala Circle Aided schools	13	1		14	675	264	31	1,170	1 080	856	4	52	6,807 1 9	866 13 0	5 289 9 8	13 033 8 11		570	1,003	200	40	3	454	135	
4 Lahore Circle ditto	11	1	2	14	694	225	94	1,013	986	759	11	56	9 126 4 7	2 791 11 0	11,708 15 0	23 628 14 7		460	505	211	61	2	301	55	
8 Rawal Pindi Circle ditto	7		1	8	428	244	174	846	780	643	14	36	26,019 13 10	1,931 6 0	31,328 2 10	59 179 6 8		460	515		46		385		
4 Frontier Circle ditto	4			4	386	211	5	602	543	451	5	20	4,907 6 1	354 15 0	4,380 0 0	9,732 5 1		284	434		120		168		
Grand Total	35	2		340	*2 363	944	304	3,631	3 389	2,709	34	164	47 040 10 1	5,546 13 6	52,706 11 0	1 05 594 3 3		2,090	2,457	411	267	5	1 808	190	11 070

* Hindus, Muhammadans and Christians † Males 67 females 61 ‡ Includes Rs 7,606 8-0 for arrears of 1867 68 § Allowing Rs. 117 3 3 for branch school. ¶ Allowing Rs 82 for branch school

The library of the Syalkot all school, valued at Rs. 420, was made over to the school.

STATEMENT of Government Schools of the

1	District.	2	3	4	5	6	7	8	9	10	11	12
		No. of institutions.	When established.	No. of students on rolls at the close of the year. Hindus.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers. Christians.	Others.
	Ambala Circle.											
1	Ambala ...	76	6th Sept. '56	1,381	985	212	2,578	2,577	2,169	12	...	82
2	Ludhiana	* 68	2nd Nov. '56	675	532	381	1,588	1,593	1,371	10	...	68
3	Simla ...	3	26th Oct. '56	82	12	5	99	76	25	11	...	3
4	Dehli ...	57	15th Mar. '58	1,191	213	6	1,410	1,357	1,066	11	...	59
5	Karnal ...	52	1st Mar. '58	690	374	15	1,079	1,042	961	11	...	52
6	Hissar ...	20	26th Oct. '56	574	107	12	693	641	573	12	...	27
7	Rohtak { Village schools ...	35	15th July '59	994	180	1	1,175	1,103	896	11	...	35
	Rohtak { Branches to zil' school, Jhajjar	2		28	58	...	86	81	72	11	...	2
8	Sarsah ...	12	1st Sept. '59	423	191	15	629	587	465	9	...	15
9	Gurgaon ...	47	9th Sept. '54	1,534	249	2	1,785	1,897	1,526	12	...	54
	Total ...	372	...	7,572	2,901	649	11,122	10,954	9,124	11	...	400
1	Jalandhar ...	† 71	1st May '57	1,230	1,033	253	2,516	2,368	2,255	10	...	72
2	Hushyarpur ...	98	1st May '51	2,587	1,094	206	3,887	3,476	3,229	11	...	102
3	Kangra ...	50	10th Apl. '56	1,738	103	10	1,851	1,858	1,534	11	...	51
4	Amritsar ...	‡ 110	26th June '57	1,528	1,671	920	4,119	4,129	3,842	9	...	112
5	Gurdaspur ...	102	1st April '57	1,577	1,625	266	3,468	2,770	2,756	18	...	101
6	Lahore ...	60	1st Jany. '57	678	805	308	1,791	1,695	1,441	9	...	62
7	Firozpur ...	48	14th Nov. '57	505	502	407	1,414	1,100	839	11	...	48
8	Multan ...	42	4th Sept. '56	636	805	3	1,444	1,132	1,132	9	...	40
9	Montgomery ...	20	26th Feby. '54	456	155	96	707	627	617	9	...	20
	Total ...	601	...	10,935	7,793	2,469	21,197	19,155	17,695	11	...	621
1	Rawal Pindi ...	53	1st Aug. '53	607	979	238	1,824	1,632	1,491	9	...	53
2	Jhelam ...	55	1st Mar. '58	1,192	1,154	216	2,562	2,389	2,097	10	...	61
3	Gujrat ...	62	16th Sept. '56	1,005	1,767	196	2,968	2,980	2,720	10	...	66
4	Shahpur ...	37	5th Jany. '57	728	669	100	1,497	1,521	1,254	10	...	46
5	Syalkot ...	97	1st Sept. '54	1,516	1,742	461	3,719	3,714	3,240	11	...	98
6	Gujranwala ...	56	1st Sept. '57	1,269	745	227	2,241	2,190	1,863	10	...	61
7	Jhang ...	26	12th Mar. 57	432	471	25	928	895	73[illegible]	9	...	2[illegible]
	Total ...	386	...	6,749	7,527	1,463	15,739	15,321	13,422	10	...	41[illegible]
1	Dera Ismail Khan ...	27	5th May '58	729	480	8	1,217	1,227	950	12	...	[illegible]
2	Bannu ...	15	25th May '58	223	247	4	474	635	495	9	...	1[illegible]
3	Peshawar ...	36	23rd Dec. '58	123	575	7	705	575	561	12	...	[illegible]
4	Kohat ...	6	29th June '59	35	107	4	146	160	149	12	...	[illegible]
5	Hazara ...	2	29th June '59	32	32	8	72	54	54	10	...	[illegible]
6	Muzaffargarh ...	19	15th Oct. '56	296	393	1	690	684	589	10	...	19
	Total ...	105	...	1,438	1,834	32	3,304	3,335	2,798	12	...	11[illegible]
	Grand Total ...	1,464	...	26,694	20,055	4,613	51,362	48,765	43,039	11	...	1,55[illegible]
	Deduct Jhajjar Branch schools ...	2	...	28	58	...	86	81	72	...	...	...
		1,462	...	26,366	19,997	...	51,276	48,684	42,967	...	...	...

* Includes the Vernacular school in the city of Ludhiana, to which a grant-in-aid of Rs. 15 per mensem is allowed.
† Includes Aided Elementary English school at Jalandhar. ‡ Includes Aidid Elementary English School at Taran Tarn

Lower Class, for the year 1868-69.

13	14			15			16			17			18			19	20	21	22	23	24	25
	Expenditure															*No of pupils instructed in*						
Monthly rate of school ing fee	From public funds			From one per cent. Educational cess fund.			Other sources.			Total.			Amount collected in fees			English	Urdu	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic	Persian.	Sanskrit.
1 anna	815	5	0	7,003	0	3	81	13	3	7 900	2	6	185	10	6		2 221	133	234		673	
1 anna	412	0	0	6 403	12	3	357	6	0	7,173	2	3	297	7	0		1,088				684	
	746	0	0							745	0	0					99	99			30	
1 to 2 as.	1,024	0	0	5 692	13	9	234	0	0	6 860	13	9	12	3	6	32	414	943	31		102	
1 anna	460	0	0	4 949	14	9	6	13	0	5,416	11	9	22	14	0		749	203			202	
1 to 4 as.	1,504	4	7	2 811	12	0	29	[illegible]	7	4 662	2	2	132	0	0	31	146	418			98	
1 anna	734	0	0	3,382	10	7	60	8	0	4 777	2	7	48	10	0	24	589	636			162	
1 to 2 as.	108	0	0				24	0	0	132	0	0	24	0	0		64				2[illegible]	
1 anna	144	0	0	1 241	15	9	98	3	3	1 784	3	0	49	8	0		213	416	140			
1 to 2 as.	1,170	8	0	5 929	8	1	189	15	8	7 289	15	9	43	2	6		50	1 306	500		95	
	7 408	1	7	37,325	7	5	1,348	12	9	46,742	5	9	815	7	6	87	6,133	4,204	895		[illegible]	
1 anna	332	10	0	6,701	8	5	682	11	9	7,716	11	2	468	15	0	32	2,484	6	32		757	
1 to 2 as	451	0	0	9,667	1	8	945	13	9	11,064	15	5	746	7	0	49	3 372	515			1,284	
	1,620	8	0	4 196	9	4	360	0	0	6,177	1	4				27	1 110	771			232	
1 to 2 as	1,232	0	0	9 769	13	4	1,175	0	0	12 176	13	4	393	12	0	92	4,093	42			1,201	
1 anna	493	12	7	8,828	11	9	600	8	5	9 923	0	9	1,151	9	1		1,576	1			2,433	
1 anna	642	15	0	4,467	0	0	238	0	0	5 347	12	0	71	14	0	24	1,791		45		500	
1 anna	142	13	3	5 287	7	2	170	0	0	5 600	4	5	35	12	0		765				615	
1 to 2 as.	1,270	14	6	3,099	0	0	87	3	6	4,457	2	0	81	10	6		1,444	34	34		485	
1 anna	1 520	5	3	1 648	13	0	370	9	0	3,539	11	3	45	5	2	44	444	106	103		201	
	7 705	11	7	53,655	0	8	4,630	14	5	66,003	10	8	3,001	4	9	208	17,079	1 475	214		7,808	
1 to 2 as.	1,171	12	2	4,405	14	11	26	11	0	5 614	6	1	26	11	0		1,824				479	
1 anna	951	4	3	4 538	1	9	290	9	2	5,779	15	2	191	13	10	50	2,506				2,900	
1 anna	702	4	3	5,313	13	2				6,076	1	5	74	7	0		2,918		20		2,948	
6 ps. to 2 a.	1,393	4	3	3 275	2	8	2,213	1	8	6,881	8	7	8	10	0	35	1,218	145	77		300	
1 anna	503	4	0	9,526	13	3	285	4	0	10 315	5	3	263	8	0		3,719				1,1[illegible]	
1 anna	453	7	0	5 450	13	0	800	10	8	6,719	14	8	249	7	0	64	2,241	101			832	
1 anna	610	0	1	2,409	0	0	241	8	11	3 260	9	0	36	4	9	32	925	26	26		211	
	5,851	4	0	34,925	10	9	3 866	13	5	44,647	12	2	859	13	7	187	15,381	272	123		8,440	
	1,635	11	6	2 773	0	0				4 408	11	6					1,017		200			
	1 281	6	3	2,022	12	0				3,303	2	3					121		50		424	
	1,948	2	3	3,496	5	1				5,444	7	1					705				70[illegible]	
	57	0	3	672	0	0				729	0	3					146				116	
	537	4	6				32	6	4	569	10	10					53				19	
	448	1	6	2,305	1	4				2,753	5	10					690				208	
	5,906	13	3	11,269	2	5	32	6	4	17,208	6	0					3,035		250		1,502	
	26,932	14	5	1,37,790	5	3	9,878	11	11	1,74,602	2	7	4,676	9	10	512	41,631	5,951	1,48[illegible]		19,889	
													24									
													4,652	9	10							

(*Local Return*). **STATEMENT of Government Female Schools**

1	2	3	4	5	6	7	8	9	10	11	12
			No of students on rolls at the close of the year							*Teachers*	
DISTRICT	No. of institutions	When established	Hindus.	Muhammadans	Others.	Total.	Average No of pupils on the rolls monthly	Average daily attendance	Average age.	Christians.	Others.
Ambala Circle.											
Ambala	11	23rd Dec 1860	..	267	...	267	269	230	9	..	11
Ludhiana	13	23rd Dec 1860	.	234	..	234	245	208	9	.	13
Dehli	16	17th Nov 1860	123	95	..	218	240	183	10		16
Karnal	11	17th Nov 1860	27	123	..	150	137	140	9		11
Rohtak	1	17th Nov 1860	10	..	..	10	9	7	10	.	1
Sarsah	2	17th Nov 1860	27	17	..	44	43	33	8	.	5
Gurgaon	14	17th Nov 1860	216	82	.	298	348	275	11	...	15
Total	68	...	403	818	.	1,221	1,291	1,076	9		72
Jalandhar	82	1st April 1867	...	1,961	.	1,961	1,917	1,826	8	.	82
Hushyarpur	3	1st May 1861	18	35	.	56	41	42	9		3
Kangra	6	1863	117	.	.	117	122	102	10	...	6
Amritsar	2	1864	7	11	.	18	25	18	8	.	2
Gurdaspur	3	May 1863	2	86	2	90	87	75	9		3
Lahore	7	1st April 1862	54	135	.	189	208	167	8		7
Firozpur	8	May 1863	.	205	.	205	157	143	8	.	8
Multan	1	1st May 1861	...	18	.	18	18	15	8	..	1
Montgomery	14	1st May 1862	192	31	69	292	365	330	6		14
Total	126		390	2,482	74	2,946	2,940	2,721	8	.	126
Jhelam	4	.	14	97	...	111	117	108	8	.	4
Shahpur	2	1863	18	16	...	34	40	14	8		2
Jhang	6	8th May 1857	23	107	6	136	130	112	7	..	6
Total	12	..	55	220	6	281	287	234	8	.	12
Bannu	...	..	2 schools	closed	from	1st	Feby	1869	...		..
Grand Total	206	..	848	3,520	80	4,448	4,518	4,031	8 4	...	210

of the Lower Class, for the year 1868-69.

13	14			15			16			17			18			19	20	21	22	23	24	25
	Expenditure.															*No. of pupils instructed in*						
Monthly rate of schooling fee.	From public funds.			From one per cent. Educational Cess fund.			Other sources.			Total.			Amount collected in fees.			English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
...	180	0	0	496	0	0	144	8	0	820	8	0	...	...	...	...	267	...	...	...	25	...
...	552	0	0	65	5	3	539	6	3	1,156	11	6	...	...	...	...	234	...	...	...	...	...
...	1,294	12	0	900	7	6	237	0	0	2,432	3	6	...	...	...	...	90	128	...	...	...	...
...	...	...	...	660	12	0	60	0	0	720	12	0	...	...	...	...	123	27	...	...	...	...
...	10	0	0	60	0	0	...	...	...	70	0	0	...	...	...	...	...	10	...	...	...	...
...	...	...	...	120	0	0	16	9	0	136	9	9	...	...	...	...	17	27	...	...	...	...
...	44	8	0	1,210	8	5	...	...	...	1,255	0	5	...	...	...	88	215	...	...	...	...	...
...	2,081	4	0	3,513	1	2	997	8	0	6,591	13	2	...	...	...	88	946	192	...	...	25	...
...	420	0	0	2,729	1	3	870	7	1	4,019	8	4	...	...	...	65	1,885	...	...	76	353	...
...	...	...	...	145	8	0	60	12	0	206	4	0	...	...	...	...	56	...	...	...	4	...
...	15	5	3	378	0	0	...	...	...	393	5	3	...	...	...	...	...	117	...	...	...	...
...	...	...	...	551	0	0	...	...	...	551	0	0	...	...	...	...	11	*7	...	...	...	...
...	35	9	0	213	12	0	7	0	0	256	5	0	...	...	...	...	90	...	...	...	6	...
...	330	9	10	276	10	0	67	0	0	674	3	10	...	...	...	...	137	52	...	...	...	...
...	25	15	0	476	2	0	...	...	...	502	1	0	...	...	...	...	199	...	...	...	6	...
...	113	0	0	33	0	0	...	...	...	146	0	0	...	...	...	...	18	...	...	...	3	...
...	77	13	0	756	0	0	...	...	...	833	13	0	...	...	...	...	52	*161	...	52	...	6
...	1,018	4	1	5,559	1	3	1,005	3	1	7,582	8	5	...	...	...	65	2,448	237	...	128	372	6
...	182	0	0	...	...	...	...	...	...	182	0	0	...	...	...	...	97	14	...	...	97	...
...	8	0	0	146	0	0	...	...	...	154	0	0	...	...	...	...	14	18	...	...	2	...
...	132	0	0	236	6	0	1	13	9	370	3	9	...	...	...	...	56	...	29	65	26	...
...	322	0	0	382	6	0	1	13	9	706	3	9	...	...	...	...	167	32	29	65	125	...
...	183	0	0	...	...	...	...	...	...	183	0	0	...	...	...	...	...	...	...	...	...	...
...	3,606	8	1	9,454	8	5	2,004	8	10	15,065	9	4	...	...	...	153	3,561	461	29	193	522	6

* Gurmukhi.

(*Local Return*). **STATEMENT of Government Jail Schools**

1	2	3	4	5	6	7	8	9	10	11	12
			No. of students on rolls at the close of the year.							*Teachers.*	
DISTRICT.	No. of institutions.	When established.	Hindus.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.
Ambala Circle.											
1 Ambala . . .	1	1st July 1863	126	185	49	360	340	313	29	...	1
2 Ludhiana . . .	1	10th Aug. 1865	25	22	14	61	45	28	23	...	1
3 Dehli . . .	1	1st July 1863	46	39	22	107	107	98	35	...	1
4 Gurgaon . . .	1	...	6	25	...	31	38	36	23	...	...
5 Karnal . . .	1	...	2	5	5	12	16	12	30	...	*1
6 Hissar . . .	1	21st July 1863	32	43	1	76	68	68	33	...	1
7 Rohtak . . .	1	1st July 1863	80	40	...	120	66	65	25	...	1
8 Sarsah . . .	1	1st Nov. 1863	55	58	14	127	124	124	25	...	1
Total . .	8		372	417	105	894	804	744	28	...	7
1 Jalandhar . . .	1	1st July 1863	25	38	18	81	93	70	30	...	1
2 Kangra . . .	1	7th Jany. 1866	35	10	2	47	51	31	27	...	1
3 Amritsar . . .	1	11th Oct. 1862	200	104	110	414	347	352	27	1	...
4 Gurdaspur . . .	1	18th June 1863	48	56	13	117	113	106	23	...	1
5 Lahore . . .	1	17th Dec. 1863	308	642	338	1,288	1,164	1,053	31	...	1
6 Firozpur . . .	1	23rd Jany. 1863	90	60	49	199	199	199	32	...	1
7 Multan . . .	1	26th Mar. 1863	48	471	6	525	487	470	31	...	2
8 Montgomery . . .	1	14th Mar. 1863	35	95	15	145	248	230	28	...	...
Total . .	8		789	1,476	551	2,816	2,702	2,511	29	1	7
1 Rawal Pindi . . .	1	17th June 1863	23	198	9	230	479	467	25	...	1
2 Jhelam	1	15th Sep. 1863	114	60	7	181	175	147	29	...	1
3 Gujrat . . .	1	1st June 1863	5	50	5	60	52	51	27	...	1
4 Shahpur	1	1st June 1863	11	113	...	124	166	161	29	...	1
5 Syalkot . . .	1	1st Nov. 1867	13	75	7	95	66	65	26	...	1
6 Gujranwala . . .	1	1st Dec. 1862	41	304	143	488	394	392	27	...	9
7 Jhang	1	9th March 1863	10	179	1	190	264	174	22	...	1
Total . .	7		217	979	172	1,368	1,596	1,457	26	...	15
1 Peshawar	1	1st July 1863	6	29	7	42	45	37	12	...	1
Grand Total . .	24		1,384	2,901	835	5,120	5,147	4,749	24	1	30

* One prisoner teaches others.

of the Lower Class, for the year 1868-69.

13	14	15	16	17	18	19	20	21	22	23	24	25
	Expenditure.					*No. of pupils instructed in*						
Monthly rate of schooling fee	From public funds.	From one per cent. Educational Cess fund.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
...	28 12 6	...	137 10 0	166 6 6	...	...	216	144	...	...	6	...
...	1 10 0	...	87 8 0	89 2 0	...	...	43	...	18	...	...	...
...	...	...	78 1 0	78 1 0	...	...	36	71	...	...	...	...
...	...	...	1 4 0	1 4 0	...	...	11	19	...	...	1	...
...	...	...	11 6 0	11 6 0	...	...	10	2	...	...	...	...
...	3 6 3	...	94 0 0	97 6 3	...	...	15	61	...	...	...	...
...	...	...	128 6 6	128 6 6	...	...	38	82	...	...	...	...
...	...	...	185 0 0	185 0 0	...	...	99	28	...	...	...	...
...	33 12 9	...	723 3 6	757 0 3	...	...	468	407	18	...	7	...
...	16 1 6	...	70 2 6	86 4 0	...	...	81	...	...	...	...	...
...	11 5 6	...	2 0 3	13 5 9	...	...	34	13	...	...	2	...
...	...	...	120 14 10	120 14 10	...	...	414	...	...	...	15	...
...	...	...	88 0 0	88 0 0	...	9	117	...	...	...	5	...
...	72 13 0	...	433 0 0	505 13 0	...	20	1,164	83	...	...	21	...
...	8 11 9	...	...	8 11 9	...	...	193	...	...	...	4	...
...	43 15 0	...	275 4 4	319 3 4	...	...	525	...	...	...	25	...
...	...	6 7 8	60 0 0	66 7 8	...	...	145	...	...	...	...	...
...	152 14 9	6 7 8	1,049 5 11	1,208 12 4	...	29	2,673	96	...	...	74	...
...	32 9 9	...	279 0 0	311 9 9	...	...	230	...	...	...	230	...
...	8 2 3	...	72 0 0	80 2 3	...	...	181	...	...	...	...	...
...	...	24 10 0	60 0 0	84 10 0	...	...	60	...	...	...	...	...
...	...	...	24 0 0	24 0 0	...	...	124	...	...	...	...	...
...	...	123 3 9	...	123 3 9	...	...	70	...	...	...	...	...
...	...	...	120 0 0	120 0 0	...	...	488	...	...	...	...	...
...	...	...	135 2 9	135 2 9	...	...	190	...	...	...	...	...
...	40 12 0	147 13 9	690 2 9	878 12 6	...	...	1,343	...	...	...	230	...
...	...	...	120 0 0	120 0 0	...	...	28	4	...	...	10	...
...	227 7 6	154 5 5	2,582 12 2	2,964 9 1	...	29	4,512	507	18	...	321	...

(*Local Return*). **STATEMENT of the Grant-in-Aid Female Schools**

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					*No. of pupils on rolls at close of the year.*					
	NAME OF INSTITUTION.	General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.
	Ambala Circle.											
Ludhiana ...	American Presbyterian Mission Female school for orphans	...	...	...	1	1	...	...	39	39	39	37
Simla ...	Panjab Girls' school for Europeans ...	...	...	..	1	1	...	...	28	28	26	26
" ...	Mission Female school, Sabathu ...	1	...	...	...	1	13	2	1	16	16	14
" ...	Church Mission Female schools, Kotgar	5	...	...	...	5	19	...	3	22	20	14
Dehli ...	S. P. G. Mission Female schools ...	...	...	4	...	4	...	151	...	151	141	102
" ...	Do. do. Zanana do. ...	...	...	...	...	...	21	40	...	61	47	45
Karnal ...	Female schools, Kythal	...	2	1	...	3	42	15	2	59	55	57
Hissar ...	Female schools, Hissar and Bhewani	1	...	...	...	1	9	1	...	10	§	
Rohtak ...	Female schools at Bahadargarh ...	...	...	1	...	1	...	19	...	19	18	15
Sarsah ...	Female schools at Sarsah	...	2	1	...	3	85	22	...	107	97	87
Gurgaon ...	Female schools at Rewari and Farrukhnagar	4	...	...	...	4	...	83	...	83	63	61
		11	4	7	2	24	189	333	73	595	522	458
	Lahore Circle.											
Jalandhar ...	Hindu Female schools, Jalandhar ...	...	41	...	...	41	820	...	88	908	856	823
Hushyarpur	Female schools, Tanda and Jaijon ...	...	...	3	..	3	...	65	...	65	56	19
Kangra ...	Church Mission Female school, Kangra	1	...	...	...	1	31	1	3	35	35	23
" ...	Female schools, Kangra District ...	...	23	5	...	28	446	79	...	525	527	399
Amritsar ...	Mission Female Orphanage	...	...	...	1	1	...	...	35	35	36	34
" ...	Lady Lawrence Girls' school	¶ 12	...	...	...	12	64	138	158	360	296	236
" ...	Female schools, city Amritsar	...	71	42	...	113	1,829	774	...	2,603	2,659	2,044
Lahore ...	Female schools, city	...	4	4	...	8	66	143	...	209	200	167
" ...	Christian Girls' school	...	...	...	1	1	...	...	31	31	24	20
" ...	School for girls of European parentage	...	...	...	1	1	...	...	30	30	33	30
Firozpur ...	Female schools, Firozpur	...	1	4	...	5	19	87	...	106	94	84
Multan ...	Church Mission Female schools ...	7	...	...	...	7	...	95	...	95	77	69
Montgomery	Female schools of district	4	...	...	...	4	24	32	...	56	40	32
		24	140	58	3	225	3,299	1,414	345	5,058	4,933	3,980
	Rawal Pindi Circle.											
Rawal Pindi	A. P. Mission Female school	...	1	...	...	1	101	...	...	101	100	85
" ...	Bedi Khem Sing's Female schools ...	...	58	4	...	62	2,063	159	...	2,222	2,020	1,852
" ...	Murree-*cum*-Rawal Pindi school for European children of both sexes ...	...	...	...	1	1	...	...	32	32	34	32
Jhelam ...	Bedi Khem Sing's Female schools ...	...	43	3	...	46	1,294	93	...	1,387	1,365	1,203
Syalkot ...	Female schools	...	38	107	...	145	799	2,365	150	3,314	3,172	2,597
Gujranwala...	Do. do.	1	4	4	...	3	66	115	16	197	196	148
" ...	Church of Scotland Mission Female schools, Wazirabad	...	1	1	...	2	23	27	...	50	45	33
		1	145	119	1	266	4,346	2,759	198	7,303	6,932	5,950
	Frontier Circle.											
Peshawar ...	Church Mission Female school ...	1	...	...	...	1	...	54	...	54	42	27
	Grand Total ...	37	289	184	6	516	7,834	4,559	616	13,010	12,429	10,415
	Grant for building a house for the residence of European ladies engaged in Female education at Dehli	...	...	...	...	...	...	...	...	...	..	...

¶ For Muhammadans, Hindus and Sikhs.

§ Omitted in District Returns.

of the Lower Class, for the year 1868-69.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nagri).	Hindi (Lands Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
3	* 3	770	12	9	...	...	...	612	0	0	1,382	12	9	...	22	36	9	..	...	...	...
4	...	...	...	...	3,568	15	9	2,926	9	1	6,495	8	10	Rs. 10	28	...	...	...	...	...	...
1	1	181	0	0	...	...	...	180	0	0	361	0	0	...	†4	2	14	...	...	...	...
1	3	155	5	0	...	...	...	120	0	0	275	5	0	...	...	...	22	...	...	...	...
...	6	1,010	8	0	...	...	...	700	0	0	1,710	8	0	...	...	151	...	...	...	...	...
2	4	2,425	12	0	...	...	...	1,440	0	0	3,865	12	0	...	5	40	3	‡18	...	...	...
...	3	144	0	0	...	...	...	144	0	0	288	0	0	...	...	15	42	18	...	...	...
...	1	233	15	0	...	...	...	233	15	0	‖ 467	14	0	...	..	...	10	...	...	...	...
...	1	80	0	0	...	...	...	80	0	0	160	0	0	...	...	19	...	...	...	2	...
...	4	236	9	9	...	...	...	210	0	0	446	9	9	...	...	22	60	25	...	...	...
...	4	133	3	0	...	...	...	168	0	0	301	3	0	...	...	83	...	...	...	...	...
10	30	5,371	1	6	3,558	15	9	6,814	8	1	15,754	9	4	...	59	368	160	63	...	2	...
..	41	1,010	8	0	...	...	...	1,012	8	0	2,023	0	0	...	...	..	908	...	...	...	...
...	3	140	0	0	...	...	...	90	0	0	230	0	0	...	.	65	...	...	...	...	...
2	2	254	7	9	...	...	...	180	0	0	434	7	9	...	3	18	17	...	...	...	...
...	28	1,247	0	0	...	...	...	1,167	8	0	2,414	8	0	...	...	79	446	...	...	26	...
3	...	1,045	4	0	...	...	..	720	0	0	1,765	4	0	...	35	35	...	...	...	...	...
1	11	2,023	5	9	...	...	...	672	0	0	2,695	5	9	...	...	135	15	*a* 207	...	3	...
...	113	4,467	1	0	...	...	...	7,560	0	0	12,027	1	0	...	...	382	864	*a* 965	200	192	...
...	9	2,312	6	0	161	5	6	2,473	11	8	4,947	7	2	...	..	143	52	*a* 14	...	...	...
3	...	733	0	0	188	0	0	900	0	0	1,821	0	0	*b*	31	...	...	...	...	...	...
2	...	...	...	...	838	0	0	840	0	0	1,678	0	0	*c*	30	...	...	...	...	...	...
...	5	210	0	0	...	...	...	210	0	0	420	0	0	...	...	19	...	...	74	13	...
1	7	465	4	7	...	...	..	300	0	0	765	4	7	...	...	95	...	...	...	...	...
...	4	72	0	0	...	...	...	72	0	0	144	0	0	...	...	32	...	24	...	32	...
12	223	13,980	5	1	1,187	5	6	16,197	11	8	31,365	6	3	...	99	1,003	2,302	1,210	274	266	...
2	3	248	14	0	...	...	...	186	0	0	434	14	0	...	.	.	...	*d* 101	...	...	...
...	74	2,988	0	0	...	...	...	2,004	0	0	4,992	0	0	...	...	60	2,011	159	...	...	52
2	...	...	...	...	3,083	11	3	3,000	0	0	6,083	11	3	*e*	32	...	...	...	...	...	.
...	47	1,722	0	0	...	...	...	1,578	0	0	3,300	0	0	...	...	30	1,249	...	93	15	.
...	145	5,308	6	4	...	...	...	4,992	0	0	10,300	6	4	...	...	1,646	865	..	1,015	299	2
...	9	379	12	3	...	...	...	390	11	9	770	8	0	...	...	43	49	...	53	16	30
2	2	125	3	0	...	...	...	120	0	0	245	3	0	...	...	27	...	23	...	...	...
6	280	10,772	3	7	3,083	11	3	12,270	11	9	26,126	10	7	...	32	1,506	4,174	283	1,161	330	84
1	4	364	15	0	...	...	...	330	0	0	694	15	0	...	..	53	...	...	.	11	...
29	537	30,488	9	2	7,840	0	6	35,612	15	6	73,941	9	2	...	190	3,230	6,636	1,556	1,435	609	84
...	...	...	...	...	...	...	...	3,000	0	0											
								38,612	15	6											

* Monitors in the Return. † Roman Urdu *a* Gurmukhi. ‡ Bengali. *b* 1 to 2 rupees. ‖ Three schools were closed from 1st March 1869, but their expenditure is included *c* Rs. 4 for 1, 7 for 2, 9 for 3 of same family. *d* Panjabi. *e* 3 to 12 rupees

STATEMENT of Indigenous Schools in the Panjab, for the year 1868-69.

District.		No. of schools.	No. of pupils on rolls. Hindu.	Muhammadans.	Others.	Total.	Expenditure. From private sources.	From fees.	From Govt. grant.	Total.	No. of persons instructed in English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani).	Arabic.	Persian.	Sanskrit.
Dehli ...	Aided	27	441	227	174	842	5,675 11 4	515 5 0	3,540 0 0	9,731 0 4	40	612	135	..	...	284	
	Unaided	20	232	59	..	311	...	312 0 0	...	312 0 0	..	12	122	63	10	52	52
Gurgaon ...	Aided	...	...	...	..	..	...	...	...	...	..	..	..	..	..	..	
	Unaided	46	374	171	...	545	35 15 0	150 12 0	...	186 11 0	...	24	56	137	33	272	2
Karnal ...	Aided	2	84	12	...	96	179 0 0	42 10 0	180 0 0	400 10 0	...	47	25	50	..	12	
	Unaided	59	477	275	...	752	24 0 0	1,367 0 0	...	1,391 0 0	..	19	226	..	186	187	134
Hissar ...	Aided	..	.	...	...	...	...	...	...	...	..	...	...	..	...		
	Unaided	11	692	32	..	724	189 4 0	1,397 0 0	...	1,586 4 0	..	.	45	383	210	71	51
Rohtak ...	Aided	...	...	...	...	...	.	...	...	...	...	..	..	...	..		
	Unaided	34	326	195	..	521	.	1,305 0 0	...	1,305 0 0	...	...	28	217	119	148	11
Sarsah ...	Aided	..	...	..	...	...	...	...	...	...	...	...	...	...	..		...
	Unaided	35	170	130	46	346	266 0 0	...	...	265 0 0	...	7	36	125	150	18	10
Ambala ...	Aided	...	..	..	.	...	...	...	...	...	...	...	...	...	...		
	Unaided	106	952	682	13	1647	104 10 0	139 14 0	...	244 8 0	.	2	62	549	576	179	279
Ludhiana ...	Aided	..	.	...	...	...	...	...	...	...	...	..	..	..	..		
	Unaided	108	349	744	6	1099	161 8 0	14 13 3	...	176 5 3	...	13	57	109	681	73	166
Simla ...	Aided	1	15	20	...	35	275 0 0	...	275 0 0	550 0 0	.	33	2	..	..	..	
	Unaided	4	..	31	..	31	...	50 0 0	...	50 0 0	...	...	...	..	31	.	
Total ..	Aided	30	540	259	174	973	6,128 11 4	557 15 0	3,995 0 0	10,681 10 4	40	692	162	56	...	296	
	Unaided	423	3592	2319	65	5976	780 5 0	4,736 7 3	...	5,516 12 3	...	77	632	1583	1990	1000	705
		453	4132	2578	239	6949	6,909 0 4	5,294 6 3	3,995 0 0	16,198 6 7	40	769	794	1639	1996	1296	705
Jalandhar ...	Aided	1	6	74	.	80	70 0 0	...	120 0 0	190 0 0	...	...	...	..	...	80	..
	Unaided	314	1967	1921	..	3888	6,183 0 0	...	...	6,188 0 0	...	43	464	842	1352	848	339
Hushyarpur	Aided	..	...	...	...	..	...	...	...	...	..	...	...	..	..		
	Unaided	136	563	1072	18	1653	4,332 0 0	...	...	4,332 0 0	...	125	394	..	700	609	74
Kangra ...	Aided	1	40	...	...	40	...	...	300 0 0	300 0 0	2	15	23	..	..	14	
	Unaided	13	127	37	...	164	657 8 0	...	...	657 8 0	..	38	48	52	17	56	.
Lahore ...	Aided	4	183	101	10	294	500 0 0	80 14 0	1,794 0 0	2,374 14 0	228	233	...	61	..	91	.
	Unaided	232	545	1817	8	2370	1,339 3 3	1,451 7 0	...	2,790 10 3	...	14	49	295	1508	468	36
Amritsar ..	Aided	1	12	32	...	44	...	...	120 0 0	120 0 0	...	...	...	8	25	8	3
	Unaided	283	2098	2000	68	4166	5,481 5 0	...	...	5,481 5 0	...	123	154	809	1433	930	717
Firozpur ..	Aided	6	27	60	42	129	228 0 0	...	228 0 0	456 0 0	...	98	...	.	..	30	.
	Unaided	118	243	699	120	1062	730 0 0	187 0 0	...	917 0 0	3	8	18	210	640	30	93
Gurdaspur ...	Aided	..	.	.	..	..	...	...	...	...	...	...	...	..	..	..	
	Unaided	62	286	393	51	730	1,477 0 0	...	...	1,477 0 0	...	...	44	...	76	1358	.
Montgomery	Aided	..	...	...	..	...	...	...	...	...	..	..	..	..			
	Unaided	68	281	464	19	764	181 2 0	26 0 0	...	207 2 0	...	6	12	241	414	83	8
Multan	Aided	1	9	...	...	9	102 0 0	...	102 0 0	204 0 0	...	...	9	..	...		
	Unaided	56	412	433	6	851	1,258 0 0	...	...	1,258 0 0	...	...	...	357	140	338	16
Total ..	Aided	14	277	267	52	596	900 0 0	80 14 7	2,664 0 0	3,644 14 0	230	346	32	69	25	223	3
	Unaided	1282	6522	8836	290	15,648	21,639 2 3	1,604 7 0	...	23,303 9 3	3	357	1183	2806	6339	4726	1283
		1299	6799	6103	342	16,244	22,539 2 3	1,745 5 0	2,664 0 0	26,948 7 3	233	703	1216	2875	6364	4949	1286
Rawal Pindi	Aided	7	37	140	1	178	117 0 0	...	240 0 0	357 0 0	...	37	...	.	13	135	
	Unaided	451	548	3775	51	4374	2,484 8 0	51 0 0	...	2,535 8 0	...	14	476	.	3207	652	23
Jhelam ..	Aided	14	278	60	.	333	680 0 0	...	288 0 0	968 0 0	...	..	231	.	10	92	
	Unaided	692	1123	6081	..	7204	29,328 0 0	...	...	29,328 0 0	...	..	134	031	5915	440	84
Shahpur .	Aided	3	...	46	..	46	...	...	108 0 0	108 0 0	...	..	...	..	10	36	
	Unaided	154	411	2236	...	2047	6,823 0 0	...	...	6,823 0 0	...	...	...	325	2031	222	69
Gujrat ..	Aided	5	.	112	..	112	171 0 0	...	200 0 0	371 0 0	...	...	..		57	55	.
	Unaided	394	680	3213	58	3951	7,320 0 0	...	...	7,320 0 0	..	36	50	150	3224	447	44
Syalkot ...	Aided	2	52	70	7	129	171 0 0	12 7 0	150 0 0	333 7 0	...	101	...	..		41	
	Unaided	249	658	1882	10	2550	1,886 0 0	...	...	1,886 0 0	30	275	89	...	1308	852	63
Gujranwala	Aided	5	33	8	18	59	125 0 0	...	204 0 0	329 0 0	..	..	..	...	20	39	
	Unaided	191	215	906	689	1810	1,514 0 0	...	...	1,514 0 0	...	30	137	330	773	547	
Jhang ...	Aided	3	153	31	15	199	267 0 0	...	132 0 0	399 0 0	...	..	..	168	19	12	
	Unaided	213	983	1052	61	2096	7,395 4 7	...	...	7,395 4 7	..	7	..	86	975	187	841
Total ...	Aided	39	548	467	41	1056	1,531 0 0	12 7 0	1,322 0 0	2,865 7 0	...	138	231	168	129	410	
	Unaided	2344	4618	19,145	869	24,632	56,750 12 7	51 0 0	...	56,801 12 7	30	362	886	1322	17,433	3347	1128
		2383	5166	19,612	910	25,688	58,281 12 7	63 7 0	1,322 0 0	59,667 3 7	30	500	1117	1690	17,562	3757	1128
D. I. Khan	Aided	...	...	...	...	...	...	...	...	...	...	...	...	...			
	Unaided	89	22	1010	..	1032	...	...	...	...	...	18	27	...	425	562	
D. G. Khan	Aided	...	...	...	...	...	...	...	...	...	...	...	...	...			
	Unaided	212	254	1399	..	1653	...	...	...	...	...	2	193	...	1015	384	39
Peshawar ..	Aided	.	...	..	...	..	...	...	...	...	...	...	...	...			
	Unaided	186	10	1466	...	1476	...	...	...	...	...	...	...	10	760	706	.
Kohat	Aided	...	...	...	...	...	...	...	...	...	...	...	...	...			
	Unaided	29	33	351	.	384	693 0 0	...	...	693 0 0	...	3	...	..	195	156	30
Hazara .	Aided	...	...	...	.	..	...	...	...	...	...	...	...	..			
	Unaided	390	390	2904	...	3294	30 0 0	...	...	30 0 0	...	45	223	...	623	2355	48
Bannu ...	Aided	...	...	...	...	...	...	...	...	...	...	...	...				
	Unaided	69	33	915	.	948	1,103 0 0	21 0 0	...	1,124 0 0	...	...	18	...	853	62	15
Muzaffargarh	Aided	...	.	...	..	...	...	...	...	...	...	...	...				
	Unaided	115	44	742	..	786	98 4 0	...	...	98 4 0	...	...	35		486	256	9
Total ...	Aided	...	...	...	...	...	...	...	...	...	...	...	...				
	Unaided	1090	786	8787	..	9573	1,924 4 0	21 0 0	.	1,945 4 0	...	68	496	10	4357	4481	161
Grand Total	Aided	83	1365	993	267	2625	8,559 11 4	651 4 0	7,931 0 0	17,191 15 4	270	1176	427	203	154	929	3
	Unaided	5139	15,518	39,087	1224	55,829	81,094 7 10	6,472 11 3	...	87,567 6 1	33	864	3197	5921	30,125	13,548	277
	Total	5222	16,883	40,080	1491	58,454	89,654 3 2	7,124 2 3	7,931 0 0	1,04,759 5 5	303	2040	3622	6211	30,279	14,477	280

(*Local Return*).

STATEMENT of the Endowment and Building Funds of the Schools for European and Eurasian children, to which grants-in-aid are made by Government under Lord Canning's Minute of October 1860.

1		2			3			4			5			6			7		
Name of Institution.		Balance on 1st April 1868.			*Income during* 1868-69. From Government.			From private sources.			Total of columns 2, 3, and 4.			Expenditure during 1868-69.			Balance on 1st April 1869, difference between columns 5 & 6		
Bishop Cotton's School, Jatogh	Endowment fund	60,239	1	8	34,444	0	0	36,840	13	3	*1,31,523	14	11	26,510	6	8	1,05,013	8	3
	Building fund ...	48,080	8	4	...	...	...	7,632	2	0	55,712	10	4	50,800	4	3	4,912	6	1
Lahore High School	Endowment fund	† 24,760	1	7	...	...	...	341	10	4	25,101	11	11	...	...	...	25,101	11	11
	Building fund ...	† 6,635	11	0	...	...	...	8,747	12	1	15,383	7	1	12,856	11	0	2,526	12	1
Murree-*cum*-Rawal Pindi School	Endowment fund	‡																	
	Building fund ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,742	13	0
Henry Lawrence Memorial Asylum, Murree	Endowment fund	*a* 1,31,000	0	0				...	...	...	...	...	...	...	...	...	1,31,000	0	0
		b 9,500	0	0				...	...	...	...	...	...	...	...	...	9,500	0	0
		c 500	0	0				...	...	...	...	...	...	...	...	...	500	0	0
		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	*d* 10,000	0	0
	There is no building fund.																		
Panjab Girls' School	Building fund ...	17,022	0	0	400	0	0	4,637	5	2	22,059	5	2	34,390	4	3	12,334	15	1

* Expended during 1867-68, Rs. 24,421-1-4.

† Balances on 1st April 1867. The receipts and expenditure shown in this statement are for the years 1867-68 and 1868-69.

‡ There is no endowment fund.

a. Lodged in Calcutta (Rs. 71,000 in Bank of Bengal and 60,000 in Oriental Bank) and has not been allowed Government equivalent, but the proceeds applied to current expenses are supplemented by an equivalent Government grant, and appear in the ordinary return.

b. For Yule scholarships (lodged in the Panjab Bank).

c. For good conduct prize (do. do.).

d. Lodged in the Bank of Bengal—donation by Lady Alexander Lawrence—has not received Government equivalent.

(*Local Return*).

STATEMENT showing the number of pupils in each Class of Zil' Schools at the beginning of, and at the close of, 1868-69.

	Name of School.	No. of pupils in each class at the close of 1867-68.											No. of pupils in each class at the close of 1868-69.													
													Upper school.				*Middle school.*					*Lower school.*				
		1st class.	2nd do.	3rd do.	4th do.	5th do.	6th do.	7th do.	8th do.	9th do.	10th do.	Total.	1st class.	2nd do.	3rd do.	Total.	1st class.	2nd do.	3rd do.	4th do.	Total.	1st class.	2nd do.	3rd do.	Total.	Grand Total.
1	Dehli zil' school ...	26	28	25	...	58	...	34	58	...	32	261	32	15	26	73	55	32	51	27	165	...	...	...	...	238
2	Rewari " ...	6	4	6	10	21	20	22	...	...	...	89	5	7	3	15	11	16	21	17	65	...	...	...	...	80
3	Simla " ...	...	...	2	...	10	12	13	...	...	42	79	...	...	...	...	7	9	7	8	31	13	21	17	51	82
4	Jagadhri " ...	...	...	4	4	8	7	20	14	19	38	114	...	...	4	4	7	5	6	8	26	10	30	59	99	129
5	Karnal " ...	...	4	4	5	...	5	11	11	18	...	58	...	...	7	7	8	12	18	13	51	...	9	...	9	67
6	Rohtak " ...	...	2	4	5	9	11	11	12	21	...	75	...	...	...	...	7	7	9	11	34	12	19	20	51	85
7	Bhewani " ...	...	...	...	3	4	4	8	4	5	26	54	...	...	...	...	5	4	9	7	25	...	28	169	197	222
8	Jhajjar " ...	...	...	5	4	4	7	12	12	26	98	168	...	...	...	...	4	4	5	6	19	7	17	119	143	162
9	Rupar " ...	...	...	...	5	2	5	4	2	24	71	113	...	...	...	...	7	6	17	12	42	7	13	55	75	117
	Total ...	32	38	50	36	116	71	135	113	113	307	1011	37	22	40	99	111	95	143	109	458	49	137	439	625	1182
1	Lahore zil' school ...	6	8	8	13	9	12	18	14	11	15	114	16	11	7	34	16	25	31	37	109	...	...	...	...	143
2	Amritsar " ...	7	11	12	20	16	10	32	27	17	26	184	11	17	13	41	10	20	21	25	76	27	24	21	72	189
3	Multan " ...	...	8	4	16	10	...	13	9	15	48	123	2	6	10	18	11	9	17	31	68	20	11	...	31	117
4	Hushyarpur " ...	4	4	6	6	11	14	11	11	6	44	117	4	9	...	13	22	12	11	27	72	...	...	...	..	85
5	Batala " ...	...	7	5	9	7	6	8	9	22	44	117	..	..	..	...	9	8	8	18	43	23	16	14	53	96
6	Nurpur " ...	...	...	...	11	...	6	...	17	18	32	84	...	...	6	6	...	5	...	19	24	...	...	...	...	30
7	Firozpur " ...	...	...	5	5	9	8	15	13	24	153	232	...	...	...	...	12	14	31	36	93	...	...	...	...	93
8	Rahun " ...	...	...	...	6	8	12	15	15	42	97	195	...	...	...	...	18	11	14	19	62	38	...	...	38	100
	Total ...	17	38	40	86	70	74	112	115	115	459	1166	33	43	36	112	98	104	133	212	547	108	51	35	194	853
1	Gujrat zil' school ...	15	...	...	11	...	8	19	16	24	39	132	14	...	11	25	...	13	17	12	42	16	15	44	75	142
2	Gujranwala " ...	5	...	7	...	...	9	13	10	14	141	199	5	5	...	10	...	11	7	13	31	...	20	16	36	77
3	Bhera " ...	...	...	10	...	8	5	11	...	11	75	120	...	3	..	3	11	8	13	9	41	...	7	81	88	132
4	Jhang " ...	7	7	...	6	6	6	9	16	12	104	173	..	15	...	15	8	6	9	7	30	9	5	33	47	92
	Total ...	27	7	17	17	14	28	52	42	61	359	624	19	23	11	53	19	38	46	41	144	25	47	174	246	443
1	D. G. Khan zil' school ...	...	2	...	5	5	7	11	11	29	91	161	...	4	2	6	7	7	12	40	66	6	24	97	127	199
2	Abbottabad " ...	...	...	...	...	...	9	7	11	8	28	63	...	...	...	...	...	...	4	4	8	13	9	24	46	54
3	Kohat " ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	8	11	7	16	46	69	80
	Total ...	...	2	...	5	5	16	18	22	37	119	224	...	4	2	6	7	7	19	52	85	26	49	167	242	333
24	Grand Total ...	76	85	107	144	205	189	317	292	366	1244	3025	89	92	89	270	235	244	341	414	1234	208	284	815	1307	2811
	Memo.																									
	Schools of higher class 7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	204	...	...	...	...	*554					
	Schools of middle class 17	...	...	...	...	...	...	...	...	...	...	..	...	...	...	66	...	...	...	...	680					

* See para. 91.

(*Local Return*)

STATEMENT showing the number of Pupils studying in each Class of Town Schools at the beginning of, and at the close of, 1868-69.

Name of School.	*No. of pupils in each class at the close of 1867-68.*									*No. of pupils in each class at the close of 1868-69.*								
	1st class.	2nd do.	3rd do.	4th do.	5th do.	6th do.	7th do.	8th do.	Total.	1st class.	2nd do.	3rd do.	4th do.	5th do.	6th do.	7th do.	8th do.	Total.
Dehli ...	11	8	11	14	46	57	60	182	389	8	10	4	28	54	68	60	173	405
Gurgaon ...	7	12	30	25	39	94	91	341	642	...	...	...	...	...	...	...	...	...
Karnal ...	1	5	13	19	45	82	90	293	548	1	3	12	26	53	69	111	343	618
Hissar ...	...	...	...	...	...	...	...	...	...	...	1	3	7	9	5	11	43	79
Rohtak ...	4	7	16	15	25	58	47	117	289	4	7	13	14	28	60	60	164	359
Sarsah ...	...	...	...	4	4	12	18	77	115	...	...	3	6	8	14	20	108	159
Ambala ...	1	13	30	66	88	204	91	274	767	3	10	25	41	99	150	140	414	882
Ludhiana ...	10	20	27	43	74	113	108	355	750	7	20	26	34	64	98	113	438	800
Simla ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	34	68	127	186	321	620	505	1630	3500	23	51	86	156	315	464	524	1683	3302
Jalandhar ...	...	2	18	27	74	79	107	244	551	...	...	29	43	82	88	103	149	494
Hushyarpur ...	...	...	27	43	66	126	121	254	637	...	2	26	47	96	101	114	195	581
Kangra ...	...	...	7	10	22	38	69	147	293	...	2	6	9	20	35	52	160	284
Amritsar ...	...	3	15	24	34	55	73	84	288	...	3	9	16	30	100	115	61	334
Gurdaspur ...	2	3	7	20	35	80	43	200	390	2	4	20	20	45	109	49	204	453
Lahore ...	...	3	7	31	22	97	91	160	411	...	2	6	25	35	68	96	143	375
Firozpur ...	4	1	7	17	23	67	62	65	246	...	...	12	7	27	66	50	108	279
Multan ...	...	...	...	...	...	...	...	...	...	...	2	3	6	20	14	7	8	60
Montgomery ...	...	...	11	10	12	17	26	105	181	...	...	8	9	12	27	30	125	211
Total ...	6	12	99	182	288	559	592	1259	2997	2	15	119	182	367	608	625	1153	3071
Rawal Pindi ...	...	4	9	12	21	40	37	85	208	3	4	6	10	30	49	47	86	235
Jhelum ...	...	...	8	9	13	26	37	102	195	...	...	4	11	13	30	31	106	195
Gujrat ...	...	...	17	22	19	32	35	59	184	...	...	16	13	18	43	41	44	175
Shahpur ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Gujranwala ...	...	5	5	7	16	19	41	111	204	...	1	5	10	10	11	24	49	110
Syalkot ...	...	...	28	34	44	66	93	216	481	...	8	28	44	54	69	91	175	469
Jhang ...	...	4	9	19	26	37	26	91	212	...	...	6	12	23	34	26	146	247
Total ...	...	13	76	103	139	220	269	664	1484	3	13	65	100	148	236	260	606	1431
Peshawar ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hazara ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kohat ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dera Ismail Khan ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dera Gazi Khan ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bannu ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Muzaffargarh ...	...	3	5	9	14	22	20	77	150	...	3	12	17	30	43	27	134	266
Total ...	...	3	5	9	14	22	20	77	150	...	3	12	17	30	43	27	134	266
Grand Total ...	40	96	307	480	762	1421	1386	3639	8131	28	82	282	455	860	1351	1436	3576	8070

(*Local Return*).

STATEMENT showing the number of Pupils studying in each Class of Village Schools at the beginning of, and at the close of, 1868-69.

Name of District.	*No. of pupils in each class at the close of 1867-68.*									*No. of pupils in each class at the close of 1868-69.*								
	1st class.	2nd do.	3rd do.	4th do.	5th do.	6th do.	7th do.	8th do.	Total.	1st class.	2nd do.	3rd do.	4th do.	5th do.	6th do.	7th do.	8th do.	Total.
1 Dehli	...	...	6	18	44	117	257	907	1349	...	...	3	11	36	151	274	935	1410
2 Gurgaon	...	...	21	27	74	118	272	1600	2112	...	2	12	36	85	190	264	1157	1746
3 Karnal	...	...	9	15	50	130	195	614	1013	...	...	8	19	53	188	193	618	1079
4 Hissar	...	2	11	26	65	63	72	434	675	1	1	9	4	22	69	116	471	693
5 Rohtak	...	5	9	39	62	169	251	509	1044	...	3	9	36	63	184	204	676	1175
6 Sarsah	...	...	...	5	10	40	109	453	617	...	...	...	6	15	33	128	447	629
7 Ambala	...	7	36	84	214	493	434	1261	2529	...	8	22	43	224	477	423	1381	2578
8 Ludhiana	...	10	35	118	187	346	281	702	1679	...	12	58	104	198	312	236	668	1588
9 Simla	...	...	4	...	12	15	18	55	104	...	...	2	...	10	14	9	64	99
Total	...	24	131	332	718	1493	1889	6535	11,122	1	26	123	259	706	1618	1847	6417	10,997
1 Jalandhar	...	...	6	78	217	432	417	1152	2302	...	...	17	85	215	440	470	1257	2484
2 Hushyarpur	...	...	9	103	347	734	821	1778	3792	...	...	6	121	371	786	777	1826	3887
3 Kangra	...	...	...	4	50	164	293	1353	1864	...	...	...	10	84	200	335	1222	1851
4 Amritsar	...	4	21	96	450	680	703	2217	4171	...	...	2	89	417	669	759	2123	4059
5 Gurdaspur	...	1	10	50	249	694	613	1491	3108	...	...	14	86	333	603	693	1739	3468
6 Lahore	...	...	4	27	130	335	381	791	1668	...	...	7	46	180	333	434	791	1791
7 Firozpur	...	...	7	48	107	345	430	815	1752	...	...	9	39	117	291	300	658	1414
8 Multan	...	...	14	48	89	253	306	610	1320	...	2	6	29	112	334	293	671	1447
9 Montgomery ...	...	...	...	19	75	150	162	418	824	...	...	...	9	77	131	142	348	707
Total ...	...	5	71	473	1714	3697	4126	10,625	20,711	...	2	61	514	1906	3787	4203	10,635	21,108
1 Rawal Pindi ...	...	...	5	50	143	301	367	920	1786	...	3	9	39	121	307	333	1012	1824
2 Jhelam	...	...	5	37	169	319	517	1351	2398	...	...	3	41	182	373	452	1455	2506
3 Gujrat	...	...	14	49	196	411	437	1780	2887	...	...	12	45	164	376	416	1955	2968
4 Shahpur	...	...	3	14	86	222	303	892	1520	...	...	...	16	83	180	331	887	1497
5 Syalkot	...	...	21	126	399	628	766	1803	3833	...	...	51	131	398	591	776	1772	3719
6 Gujranwala	...	1	31	66	245	444	400	1130	2317	...	5	22	107	222	366	414	1105	2241
7 Jhang	...	...	5	15	58	107	133	545	863	...	...	3	27	60	124	155	559	928
Total	...	1	84	357	1196	2432	2923	8511	15,504	...	8	100	406	1230	2317	2877	8745	15,683
1 Dera Ismail Khan	...	...	4	20	60	159	176	796	1215	...	...	11	14	67	168	153	812	1225
2 Dera Gazi Khan ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3 Bannu	...	3	14	26	62	114	121	428	768	...	...	4	23	50	77	77	243	474
4 Peshawar	...	...	2	7	45	168	176	414	812	...	...	2	6	48	140	144	363	705
5 Kohat	...	...	...	2	11	27	39	93	172	...	...	...	3	9	25	34	75	146
6 Muzaffargarh ...	...	...	3	17	73	152	139	421	805	...	...	10	20	60	118	126	356	690
7 Hazara	...	...	3	5	7	22	13	32	82	...	...	...	...	13	10	10	39	72
Total	...	3	26	77	258	642	664	2184	3854	...	...	27	68	247	538	544	1888	3312
Grand Total ...	...	33	312	1239	3886	8264	9602	27,855	51,191	1	36	311	1247	4089	8260	9471	27,685	51,100

(*Local Return*). STATEMENT OF MATRICULATED STUDENTS.

Statement showing the position, salary or income of College Students, both Government and Private, who matriculated previous to December 1868, and left the College during 1868-69.

	Name.	School.	Year.	Nature of employment.
1	Bheron Parshad, B. A.	Dehli zil' school	1862	Third Master, Dehli zil' school, on Rs. 180 per mensem
2	Sri Ram, B. A. ...	St. Stephen's College, Dehli	1863	Assistant Professor of Mathematics, Dehli College, on Rs. 140 per mensem.
3	Sheo Dyal ..	Dehli zil' school	1865	Translator in *Koh-i-Nur* Press, Lahore, on Rs. 50 per mensem
4	Sandhi ..	Amritsar Mission school ..	,,	Second Master, Mission school, Gujranwala, on Rs. 50 per mensem.
5	Khetar Chandra ...	Dehli zil' school ..	1866	Assistant Master, Karnal zil' school, on Rs 35 per mensem.
6	Tulsi Ram ...	,, ,,	,,	Student of 1st English Department, Thomason College, Rurki.
7	Sham Nath ...	,, ,,	1867	Naib Munsarim, on Rs. 50 per mensem.
8	Girdhari Lal ...	,, ,,	,,	Candidate for Pleadership Examination of April 1869.
9	Ganga Parshad ..	,, ,,	,,	Dead.
10	Kishori Lal ...	,, ,, ..	,,	English Teacher at Allahabad, on Rs. 35 per mensem.
11	Umrao Singh ...	,, ,,	,,	First English Teacher in Dehli Anglo-Sanskrit school, on Rs. 40 per mensem.
12	Bit Lal Missar ...	Lahore Mission school ...	,,	Employed in the office of Controller P. W. A., on Rs. 50 per mensem.

Statement showing how the students who matriculated in December 1868 are employed.

1	Munshi Lal ..	Dehli zil' school	1868	Student Government College, Dehli.
2	Murli Dhar ..	,, ,,	,,	,, ,, ,,
3	Baij Nath ...	,, ,,	,,	,, ,, ,,
4	Hukm Chand ...	,, ,,	,,	,, ,, ,,
5	Babu Mal .	,, ,,	,,	,, ,, ,,
6	Shugan Chand ...	,, ,,	,,	,, ,, ,,
7	Jagdis Rai ...	,, ,,	,,	,, ,, ,,
8	Ganga Ram ...	Amritsar zil' school ...	,,	Student Government College, Lahore.
9	Ganesh Lal ..	,, ,,	,,	,, ,, ,,
10	Rai Baroda Lahiri ..	Lahore zil' school ...	,,	,, ,, ,,
11	Basant Ram	,, ,,	,,	,, ,, ,,
12	Molo Mal ...	,, ,,	,,	,, ,, ,,
13	Nand Singh ...	,, ,,	,,	,, ,, ,,
14	Guran Dutta ...	Gujrat zil' school ...	,,	Has been promised a scholarship of Rs. 10 per mensem at Rurki College.
15	Ghulam Hussain ...	,, ,,	,,	Teacher in Pasrur Elementary English school, Syalkot District, on Rs. 25 p. m.
16	Dum Chand ...	,, ,,	,,	Fourth English Teacher in Gujrat zil' school, on Rs. 40 per mensem.
17	Chokha Nand ...	Dera Gazi Khan zil' school ..	,,	Student Government College, Lahore.
18	Tola Ram ..	,, ,,	,,	,, ,, ,,
19	Shambhu Dyal .	St. Stephen's College, Dehli	,,	,, ,, Dehli.
20	Bhagvati Charan ...	Ambala Mission school ..	,,	,, ,, Lahore.
21	Sheo Dyal ...	Ludhiana ,,	,,	Student Mission College, ,,
22	Shade Khan ...	,, ,,	,,	,, ,, ,,
23	Nihal Khan .	,, ,,	,,	,, ,, ,,
24	J. Golak Nath .	Jalandhar ,,	,,	,, ,, ,,
25	Lalji Ram ..	,, ,,	,,	,, ,, ,,
26	Najaf 'Ali ..	,, ,,	,,	,, ,, ,,
27	Ram Dyal ..	,, ,,	,,	Student Government College, ,,
28	Dogar Mal ..	,, ,,	,,	,, ,, ,,
29	Atar Singh ..	Lahore ,,	,,	Student Mission College, ,,
30	Gupal Chandra ...	,, ,,	,,	,, ,, ,,
31	Fatah Chand ..	,, ,,	,,	Student Government College, ,,
32	Nihal Chand .	,, ,,	,,	Student Mission College, ,,
33	Mazhar 'Ali	,, ,,	,,	,, ,, ,,
34	Hardit Singh	Amritsar ,,	,,	,, ,, ,,
35	A Slater	Bishop Cotton's school, Simla	,,	Position unknown.
36	Mul Raj ..	Private student .	,,	Student Government College, ,,

(*Local Return*).

RETURN of Candidates passed for employment in the Educational Department during 1868-69.

No.	NAMES OF PASSED CANDIDATES.	When and where examined.	Where educated.	Grade of certificate gained.
1	Har Gopal ...	1st April 1868, Dehli	Dehli Normal School	2nd grade.
2	Kesho Ram ...	...	...	Ditto.
3	Sukh Lal ...	...	..	3rd grade.
4	'Azīm-ud-din ...	...	...	Ditto.
5	Kirpa Ram ...	...	...	Ditto.
6	Khuda Bakhsh ...	...	...	Ditto.
7	Shadi Ram ...	1st Octr. 1868, Dehli	Ditto	Ditto.
8	Rahmat-ullah ...	Ditto	Ditto	Ditto.
9	Barkat 'Ali ...	Ditto	Ditto	Ditto.
10	Tej Ram ...	Ditto	Ditto	Ditto.
11	'Azīm-ud-din ...	Ditto	Ditto	Ditto.
12	Najm-ud-din ...	1st April 1868, Dehli	Ditto	4th grade.
13	Bismillah Beg ...	Ditto	Ditto	Ditto.
14	Jan Muhammad ...	1st Octr. 1868, Dehli	Ditto	Ditto.
15	Azam 'Ali ...	Ditto	Ditto	Ditto.
1	Bhola Nath ...	1st April 1868, Lahore	Lahore Normal School	2nd grade.
2	Kanh Chand ...	Ditto	Ditto	3rd grade.
3	Badhawa Ram ...	Ditto	Ditto	Ditto.
4	Alah Bakhsh ...	Ditto	Ditto	Ditto.
5	Hukm Singh ...	Ditto	Ditto	Ditto.
6	Mohkam Din ...	Ditto	Ditto	4th grade.
7	Qasam 'Ali ...	Ditto	Ditto	Ditto.
8	Akbar-ud-din ...	Ditto	Ditto	Ditto.
9	Ilahi Bakhsh ...	Ditto	Ditto	Ditto.
10	Haveli Ram ...	Ditto	Ditto	Ditto.
11	Dhanpat Rai ...	Ditto	Ditto	Ditto.
12	Tulsi Ram ...	Ditto	Ditto	Ditto.
13	Ladha Singh ...	Ditto	Ditto	Ditto.
14	'Aziz-ud-din ...	Ditto	Ditto	Ditto.
15	Anant Ram ...	Ditto	Ditto	Ditto.
16	Rochi Ram ...	Ditto	Ditto	Ditto.
17	Rudar Dat ...	Ditto	Ditto	Ditto.
18	Al Hasan ...	Ditto	Ditto	Ditto.
19	Ghulam Mohi-ud-din ...	Ditto	Ditto	Ditto.
20	Muhammad Sharif ...	Ditto	Ditto	Ditto.
21	Kesho Ram ...	Ditto	Ditto	Ditto.

RETURN of Candidates passed for employment in the Educational Department during 1868-69—*concluded.*

No	NAMES OF PASSED CANDIDATES.	When and where examined.	Where educated.	Grade of certificate gained.
1	Hukm Singh ...	1st Octr. 1868, Lahore	Lahore Normal School	2nd grade.
2	Akbar Din ...	...	...	3rd grade.
3	Nathu ...	...	...	Ditto.
4	Nadir 'Ali Shah ...	...	...	Ditto.
5	Sada Nand ...	...	...	Ditto.
6	Khair-ud-din ...	...	...	Ditto.
7	Ghulam Qadar ...	...	...	Ditto
8	Maya Das ...	...	...	Ditto.
9	Ahmad Bakhsh ...	...	...	Ditto.
10	Bhagat Ram ...	...	...	4th grade.
11	Ibrahim (Amritsar) ...	...	...	Ditto.
12	Ibrahim (Jhang) ...	...	...	Ditto.
13	Badr-ud-din ...	...	...	3rd grade.
14	Muhammad Ahsan ...	...	...	4th grade.
15	Muhammad Ishaq ...	...	...	Ditto.
16	Muhammad Din ...	...	...	3rd grade.
17	Sher Singh ...	...	...	4th grade.
18	Muhammad 'Ali .	...	...	Ditto.
1	Ghulam Mohi-ud-din ...	1st April 1868, Rawal Pindi	Rawal Pindi Normal School	3rd grade.
2	Gokal Chand ...	Ditto	Ditto	Ditto.
3	Muhammad Yar ...	Ditto	Ditto	4th grade.
4	Khuda Bakhsh ...	Ditto	Ditto	Ditto.
1	Gul Muhammad ...	1st Octr. 1868, Peshawar	Peshawar Normal School	3rd grade.
2	Hanif ...	Ditto	Ditto	4th grade.

(Local Return).

RETURN of Private Donations and Endowments from which aid wa received by the Department during the year 1868-69.

Name of Donor.	Description of donation.	Annual value.			For what period to continue.	For what purpose.
His Highness Maharaja Dhalip Singh	Cash	500	0	0	During life time of donor.	Scholarships in the Amrits zil' school.
Nawab Fazl 'Ali Khan	Govt. Promissory Notes, 1,70,000	7,286	0	0	Permanent donation.	For extension of education Dehli.
Dr Leitner, Principal Lahore College	Cash	300	0	0	...	For prizes.
Mahommad Hayat Khan, Extra Assistant Commissioner.	Do.	800	0	0	...	For scholarships in the Laho College and Zil' School
Lala Wazir Singh, Rais, Dehli ...	Do.	240	0	0	For 1869 ...	Two scholarships of Rs each in the Dehli Colle
90 persons, Hissar District	Do.	300	0	0	...	For scholarships in Bhewa Zil' School.
Sardar Jai Singh, Ambala District ...	Do.	96	0	0	Annual ...	For scholarships.
8 persons, Ambala District	Do.	59	0	0	Do. ...	Ditto.
Residents of Kythal, Karnal District	Do.	48	0	0	...	Female schools.
137 persons, Gurgaon District ...	Do.	464	15	6	Annual ...	For educational purposes.
Kasim 'Ali, Dehli District	Do.	800	0	0	...	„ erection of school-hou at Faridabad
4 persons, Hushyarpur District ...	Do.	328	6	0	...	„ Educational Darbar a prizes.
Dya Ram, Resident of do. ...	Annual	53	0	0	Annual ...	„ prizes and fees of in gent boys.
Babu Mansa Ram, do. ...	Do.	66	4	0	Do. ...	„ do. do.
137 persons, Hushyarpur District ...	Do.	530	7	3	Do. ...	„ do. do.
99 persons, Kangra District	Do.	57	10	0	Do. ...	„ educational purposes g erally.
Lambardars of Mauza Karon, Amritsar District	Do.	30	0	0	Do. ...	„ the Vernacular School Karon.
6 persons, Firozpur District	Do.	353	7	0	...	„ extension of educat generally
12 do., do. do.	Do.	126	8	0	...	„ do. do
Guru Jowahir Singh, Jalandhar Dist.	Land and cash	125	0	0	...	Land for orchard, cash prizes, &c
Residents of ditto do.	Cash	280	4	3	...	For prizes, fees, &c.
6 members of Local Committee Public Instruction, Kartarpur District.	Do.	72	0	0	Annual ...	Ditto.
18 persons, Jhang District	Do.	18	0	0	Monthly ...	„ Anglo-Vernacular Scho Shorkot.
Lambardars, Mauza Jamke, Syalkot District.	Do.	180	0	0	Annual ...	Ditto Jamke.
1 gentleman, Lahore District	Do.	120	0	0	...	Scholarship of Rs. 10 mensem, Lahore Gover ment College.

W. R. M. HOLROYD, CAPTAIN,

Director of Public Instruction, Panjab.